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ABSTRACT

This publication reports on a policy conversation, the theme for which was defining a research strategy for literacy in Canada. It is a compilation of a variety of documents--some were available at the event, others have been prepared to summarize the policy conversation itself. Section I, National Literacy Secretariat (NLS): Policy Conversations, describes the policy conversation model. Section II is the agenda. Section III lists the discussion questions for the three discrete parts of the conversation: the past tense, the present tense, and the future tense. Section IV, "Research and Literacy in Canada: A Discussion Paper to Support the Policy Conversation on Literacy Research" (Burt Perrin) highlights the following topics related to research and literacy in Canada: the state-of-the-art of literacy research, the literacy community and how it views research, awareness of research, activity within the research community regarding literacy, enabling researchers and literacy practitioners to work cooperatively, specific research issues and needs, development of a literacy research strategy for Canada, and status of the literacy field and implications for research. Section V, "A Conversation about Developing a Literacy Research Strategy: Yesterday, Today, and Tomorrow," is a guide to the conversation and the ideas expressed at the meeting. Section VI, "Closing Remarks" (James E. Page), summarizes principles that emerged and proposes an architecture of a literacy strategy. Section VII is "Review of NLS Research Projects" (Marla Daschko). Section VIII is a participant list. Section IX is an evaluation summary. An appendix presents the following information on NLS research projects in chart form: year, title and description, and awardee. (YLB)

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POLICY CONVERSATION ON LITERACY RESEARCH
February 5-7, 1996
A REPORT

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POLICY CONVERSATION ON LITERACY RESEARCH

February 5-7, 1996

A REPORT

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FOREWORD

The National Literacy Secretariat is pleased to publish this report on our Policy Conversation on Literacy Research, which was held in Aylmer, Quebec on February 5-7, 1996.

The theme for the Policy Conversation was "Defining a Research Strategy for Literacy in Canada". This Policy Conversation was a chance for a group of knowledgeable individuals to share with the National Literacy Secretariat their hopes and concerns, their dreams and visions about a number of key issues relating to literacy research in Canada. Participants had a chance to explore the topic without the need to reach conclusion.

This publication is a compilation of a variety of documents - some were available at the event, others have been prepared to summarize the Policy Conversation itself. The section entitled *A Conversation About Developing a Literacy Research Strategy: Yesterday, Today and Tomorrow* is a guide to the conversation and the ideas expressed at the meeting.

We hope that you find this publication informative and useful and that you will have conversations on this topic yourself, in your own organisations and jurisdictions. Please inform us of the results of those conversations. We hope that this report will be useful to you because all individuals and organizations connected to literacy have a stake in the development of a vibrant, successful literacy research enterprise. We look forward to continuing our work in this area, with our partners to strengthen literacy research in Canada.

Feel free to distribute copies of this report to anyone you think may be interested in the subject of literacy research. We will making it available widely both in hard copy and electronically over NALD (National Adult Literacy Database) and Alphacom (formerly CoSy - Ontario Literacy Communications Network).

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I would like to thank the following individuals and organizations for making the Policy Conversation on Research such a success:

- Carol MacLeod, Carol MacLeod & Associates
- Burt Perrin, Burt Perrin Associates
- Liz Kane, Elizabeth Kane Associates
- Joanne Godin, Words That Matter Inc.
- Château Cartier Sheraton, Aylmer, Quebec
- Bernard Deschênes, Tran-script Enr.
- StenoTran
- Nancy Brady
- The Policy Conversation participants

And the dedicated NLS staff who made the meeting the success it was.

James E. Page
Executive Secretary
National Literacy Secretariat

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I

NATIONAL LITERACY SECRETARIAT

Policy Conversations

NATIONAL LITERACY SECRETARIAT
POLICY CONVERSATIONS

December 18, 1995

INTRODUCTION

During the course of the last eighteen months the NLS has had the opportunity to consult with the literacy field on a variety of issues and concerns. We have done this through our regular meetings with our provincial colleagues, through our on-going contacts in the administration of the federal-provincial programme, through participation in the annual or executive meetings of national organizations and provincial coalitions, through many informal contacts, and through several formal consultative mechanisms which have been developed.

Time and again interests were expressed about the state of research on literacy issues in Canada. There seems to be a consensus that the literacy field needs an opportunity to develop a research strategy for literacy in Canada. We need to consider what sorts of research issues require attention, and how best to use the results of research to further literacy developments.

On December 6th, 1995, the International Adult Literacy Survey (IALS) was released, a major contribution to empirical work on literacy as it relates to the economy and society. This will be followed in the Spring by a Canadian Report which will provide much more detailed analysis of the implications of the IALS data for Canada. Working with Human Resources Development Canada and with Statistics Canada, the National Literacy Secretariat will support the development of a series of subject or theme specific papers which will appear over the following 24 month period. While these are important research steps they address only one aspect of the research needs of our community.

Given pressures on us to know more about the intricacies of literacy policy and practice, the NLS believes that it is timely to consider the future of research on literacy in Canada.

WHY A "CONVERSATION"?

One of the lessons of the NLS's existence since 1988 has been the importance of close attention to community interests and needs. The NLS has a tradition of consulting closely with the community and with other stakeholders. To aid this process the NLS developed the policy conversation model.

WHAT ARE THE ANTICIPATED RESULTS OF THESE POLICY CONVERSATIONS?

First and foremost the Conversations are to stimulate thinking, to expand knowledge of past and present circumstances, and to canvass future possibilities. We hope that people will come to them with a willingness to participate in free-ranging and unconstrained thinking about the literacy research.

Second, we hope that each individual will be enriched by participating in this process, and that each participant will take back insights for their own consideration and potential action.

We are looking for "intelligence" on the issues in question and will take away from each Conversation the knowledge and information gleaned as part of a wider process of consultation and thinking about future possible orientations for the NLS.

We are not looking for consensus, and will not ask for recommendations of future policies or programmes of the NLS. This is not a decision-making session, nor is it an advisory body in any formal sense. This is but one way, among others, for the NLS to canvass opinion and to explore policy options.

WHY FOCUS ON "POLICY"?

One challenge for the NLS is how best to situate literacy issues in the government's policy development processes and in the programme design stages which follow. Consequently during the "conversations" we focus on "policy" (that is on approaches, tactics, systems and frameworks,) rather than on programme delivery, or technique, or individual projects, or on methods.

Obviously, research policy is not made in a vacuum free of the considerations of impact, public interest, priority and choice. So, we are looking for wisdom, prudent consideration of potential ways to advance literacy research and an opportunity to think strategically and astutely about how best to proceed on a range of important, related fronts.

HOW WILL THE POLICY CONVERSATIONS BE STRUCTURED?

In advance of the event itself we plan to circulate some documents to help stimulate participants' thinking. This will include a "think piece" to set the context for the discussion and, if time permits, the results of a survey of participants and others to share some early thinking about literacy research.

The Literacy Research Policy Conversation will begin with a presentation on the purpose of the event. After the introductory session the Conversation will have three discrete parts: The Past Tense; The Present Tense; and the Future Tense. The Past Tense will provide time for participants to discuss literacy research developments to date. The Present Tense suggests an opportunity to take stock of where the field is at present. The Future Tense, obviously the heart of the exercise, will provide an opportunity for participants to discuss future research needs and to suggest how key organizations, including the NLS, might best position themselves to advance literacy research in Canada.

Each of these "Tenses" will begin with an "informal conversation", or ice-breaker. We expect about twenty-five participants who will be subdivided into groups for these informal sessions. The informal sessions will provide people with an opportunity to get to know one another and to speak freely in a small unstructured setting. A "formal conversation", or plenary session will follow which will involve all participants. There will be simultaneous interpretation available for the plenary sessions. There will be no "reporting-back" from the informal conversations.

WHY IS THE NLS TAKING THIS APPROACH?

There are a number of reasons:

- There is need to take stock of what has been accomplished and to measure where we are at present. This leads naturally to consideration of how literacy might most appropriately develop, and how the NLS should position itself to assist the field, over the medium to long term.

- There is a need for a discussion about a range of key literacy issues/themes. The notion of a policy conversation on a specific topic or theme is intended to advance thinking about the possible future development of literacy issues in the chosen theme areas.

- Policy conversations should link both to the broad themes on government's agenda and to the current interests of the literacy field.

Based on these considerations the NLS organized two policy conversations during January, 1995. One entitled **Literacy and New Information and Communications Technologies**; and a second one entitled **Workplace/Work Force Literacy**.

Both of these meetings were very successful and have stimulated a number of initiatives in the respective areas of interest. Full reports on both of these meetings are available to anyone interested in reading them.

II

AGENDA

Policy Conversation on Literacy Research

February 5-7, 1996

Policy Conversation on Research

	Monday, February 5, 1996	*Tuesday, February 6, 1996*	*Wednesday, February 7, 1996*
A.M.	**Château Cartier Sheraton** **1170 Aylmer Road** **Aylmer, Quebec J9H 5E1** **Phone: (819) 777-1088** **Fax: (819) 777-7161** 11:00 - 12:30 Registration ***- Frontenac Room*** Noon Optional Buffet Lunch Available ***- Beau Rivage Dining Room***	**The Present Tense** 9:00 - 9:15 Introduction 9:15 - 10:30 Informal Conversations: #1. The Literacy Community and How it Uses Research #2. Awareness of Research and its Implications #3. Activity Within the Research Community in Canada Regarding Literacy 10:30 - 10:45 Break 10:45 - 12:00 Formal Conversation	**The Future Tense** 8:30 - 8:45 Introduction 8:45 - 10:00 Informal Conversations: Vision to Reality: Acting On A Research Strategy for Canada 10:00 - 10:15 Break 10:15- 11:30 Formal Conversation 11:30-11:45 Closing Remarks by James Page 11:45- 12:00 Evaluation
P.M.	**Setting the Context** 1:00 - 1:15 Opening Remarks - James Page 1:15 - 1:25 Review of Agenda 1:25 - 2:30 Introductory Exercise 2:30 - 2:45 Break **The Past Tense** 2:45- 2:55 Presentation - *NLS Activities in Research* 2:55 - 3:40 Informal Conversations: State-of-the-Art of Literacy Research in Canada 3:40 - 4:40 Formal Conversation 4:40 - 4:50 The Day in Review 6:00 p.m. Reception ***- Beau Rivage B***	**The Future Tense** 1:00 - 1:15 Introduction 1:15 - 2:30 Informal Conversations: #1. Enabling Researchers & Literacy Practitioners To Work Cooperatively #2. Specific Research Issues & Needs #3. Elements of a Research Strategy 2:30 - 3:00 Break 3:00 - 4:45 Formal Conversation 4:45 - 5:00 The Day in Review	

III

DISCUSSION QUESTIONS

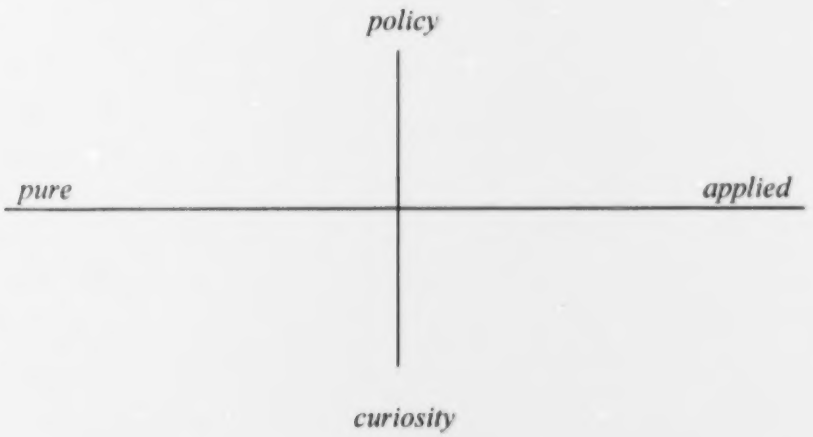
Policy Conversation on Literacy Research

DISCUSSION QUESTIONS

Monday Afternoon: The Past Tense

State-of-the-Art of Literacy Research in Canada

1. What does the term research mean to you? Is this grid a useful way to think of research activities?



2. What do you view as the strengths and limitations of existing research in the literacy area?

3. Is there a need for additional research and how important is it?

4. What is your assessment of the quality of research?

5. Has research been appropriately funded in the past?

Discussion Questions

Tuesday Morning: The Present Tense

The Literacy Community and How It Uses Research

1. How does the literacy community use research?
2. Are literacy practitioners active in research? In what ways? How important is this?
3. Is there an ambivalence towards research within the literacy community?
4. If so, what strategies may be used to increase support for research among those in the literacy community?

Awareness of Research and Its Implications

5. To what extent are researchers aware of existing research, its implications for policy and practice, and for further research needs?
6. To what extent are literacy practitioners aware of existing research, its implications for policy and practice, and for further research needs?
7. How could awareness of research results and implications be enhanced?

Activity Within the Research Community in Canada Regarding Literacy

8. How would you characterize the current status of the literacy field? What implications does this have for research?
9. How active is the literacy research community in Canada?
10. What are ways of stimulating more interest and research in literacy?

Discussion Questions

Tuesday Afternoon: The Future Tense

Enabling Researchers and Literacy Practitioners to Work Cooperatively

1. How important is it for researchers and literacy practitioners to work together? How can this be best facilitated?

2. Discuss strategies to foster closer working relationships between the two communities of researchers and literacy practitioners.

3. Who needs to be involved in doing research? Where should it be carried out? How should it be carried out? Is there an optimal balance?

Specific Research Issues and Needs

4. What do you see as priority areas where more research is needed?

5. To what extent and in what ways do Francophone and Anglophone research needs differ? How can this be addressed?

6. How do we best respond to the need for more literacy and research information on special populations (e.g., Aboriginal Canadians, people with disabilities, etc.)?

7. What research issues emerge from the relationship between literacy and ESL/FSL?

Elements Of a Research Strategy

8. What are possible elements of a literacy research strategy for Canada?

9. What kinds of supports are needed to realize a research strategy?

10. Who needs to act upon a research strategy, and what roles can they play?

Discussion Questions

Wednesday Morning: The Future Tense

Vision to Reality: Acting On a Research Strategy for Canada

1. In reflecting on our conversations over the past several days, what do you see as the defining elements of a research strategy for Canada?

2. What priority should be given to pure, applied, policy-relevant, and curiosity-based research?

3. What steps may be taken to articulate a research strategy?

IV

RESEARCH AND LITERACY IN CANADA

A Discussion Paper to Support the Policy Conversation on Literacy Research

Burt Perrin
Burt Perrin & Associates

Introduction and Purpose of This Paper

This paper highlights a number of considerations regarding research and literacy in Canada. It was commissioned by the National Literacy Secretariat (NLS) to stimulate discussion at the NLS Policy Conversation on Research planned for 5-7 February 1996 and may also may be useful for discussion in other settings. This paper does not necessarily reflect the views of the National Literacy Secretariat, Human Resources Development Canada.

The purpose of this paper is to *raise* questions and issues for discussion and debate. It does not aim to provide answers, but rather to stimulate thought and focus discussion, and to suggest issues about research and literacy which participants at the Conversation may wish to think about in advance.

This paper is based upon in-depth interviews with about a dozen people across Canada, including literacy practitioners in a variety of settings, researchers and provincial government officials. It also takes into account discussions with NLS staff, a review of documents and selective literature, and my own observations.

The balance of this paper discusses topics related to research and literacy under the following headings:

1. State-of-the-Art of Literacy Research in Canada
2. The Literacy Community and How It Views Research
3. Awareness of Research and its Implications
4. Activity within the Research Community in Canada regarding Literacy
5. Enabling Researchers and Literacy Practitioners to Work Cooperatively
6. Specific Research Issues and Needs
7. Development of a Literacy Research Strategy for Canada
8. Status of the Literacy Field and Implications for Research

1. State-of-the-Art of Literacy Research in Canada

> *"The essence of research (re-searching) is to discover what we do not know. In examining what we need to know, we can improve our literacy programs and improve our own skills and effectiveness. To deny research as part of a literacy program can be interpreted to mean 'I'm not really interested in improving myself or my program.' "*
>
> — James Draper[1]

Research can encompass a variety of different types of activities, both formal or informal in nature. For example, activities such as needs analyses, program evaluation, surveys, and program documentation (e.g. recording participants in literacy programs, their chief characteristics and level and type of instruction they receive, and some measure of their progress) can count as "research", along with other forms of both theoretical and applied investigations. These can be carried out by professional researchers, including academics and private researchers, by non researchers, including literacy practitioners and participants, or in a collaborative relationship.

One key issue is how much do we know about literacy? What are the strengths and limitations of existing research? Are there major gaps in our knowledge? How important is the need for more research activity?

Everyone who was interviewed acknowledged the need for more research. Most people say that there are fundamental gaps in knowledge regarding critical areas affecting literacy policy and practice. Some people go further still and say that we have next to nothing in terms of a knowledge base about literacy from either a theoretical or a practical perspective, and that there is so little evaluation of existing programs and approaches that we only have anecdotal evidence of what works or not.

The picture is not entirely bleak. Others say that we *do* know a fair bit. We do know about the importance of literacy to the employability of individuals and to the economic potential and future prosperity of our society. We know about the need for a long-term approach to the development of basic skills. These people say that the problem is that we do not use this knowledge nearly enough in policy and practice. Nevertheless, there is general agreement that some literacy research, such as the Statistics Canada's survey of Literacy Skills Used in Daily Activities (LSUDA) or the recent International Adult Literacy Survey (IALS), as well as research like docu-

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[1]James Draper. 1992. Continuing the Debate. In James A. Draper and Maurice C. Taylor (Eds.). *Voices from the Literacy Field*. Toronto: Culture Concepts Inc. p. 400.

mentation about the connection between literacy and health, has had a powerful effect in drawing attention to societal issues related to literacy.

Some people identified limitations with existing research. For example, some people observed that much of the research today regarding literacy is focused on specific programs or situations, without enough attention to identifying implications for other settings. Others raised questions about the uneven quality of research in the literacy area, particularly with some of the research funded directly through literacy programs. Some suggested that NLS and other funding bodies should provide more assistance to practitioners interested in doing applied research, both with the development of cogent proposals and with carrying out and acting upon the research.

> *Questions for discussion: What do you view as the strengths and limitations of existing research in the literacy area? How important is the need for additional research? If the quality of research is a concern, does this mean that research proposals should be assessed more closely than they are at present?*

2. The Literacy Community and How It Views Research

Most of the people interviewed indicated that literacy practitioners are constantly looking for new ideas, from any sources. They are also increasingly aware of their gaps in knowledge and the value of learning more about the most effective ways of teaching adults to read and write. The literacy community is becoming more aware of the importance of documenting the impact of what it is doing. People working within the literacy community at management and policy levels recognize the potential of research to guide both practice and policy and to help "sell" literacy at a time when funding is under pressure. Researchers say that they generally have little trouble obtaining cooperation from literacy groups — particularly when they take a collaborative approach.

On the other hand, literacy workers and managers are no different from practitioners in other fields. Their primary preoccupation and area of expertise is in addressing the specific tasks and challenges facing them. There are never enough hours in the day or sufficient resources when it comes to operating literacy programs or providing instruction.

As a number of the people who were interviewed observed, this practical orientation sometimes results in a degree of ambivalence about research within the literacy community. Research of necessity tends to take second place to service delivery and to other priorities. Literacy practitioners may question the value of research which does not appear to be directly relevant or applicable to them. They may become cynical if they collect and provide data to a funder or researcher but do not see what is done with these. Some practitioners view any time or effort spent on research as interference with what they feel they really should be doing — operating programs and providing literacy instruction, and may view research as in competition with funding for programming.

> *Questions for discussion: Do you agree with the above view of the ambivalence within the literacy community to research? Why or why not? How important is it for practitioners to be more supportive and active in research? What strategies can be used to increase support for research? For example, more information about how research is used and what it means? Greater involvement of practitioners in deciding questions and priorities for research? More, or less involvement of literacy programs in carrying out their own research and evaluation, or greater support and guidance in doing so?*

3. Awareness of Research and its Implications

To what extent are researchers and literacy practitioners aware of existing research? Of its implications for policy and practice and for further research needs? How important an issue is this? What are some ways of addressing this concern?

There was unanimous agreement among those interviewed that a major problem — perhaps the critical issue with respect to literacy research — is the lack of attention to dissemination of research findings. Many feel that addressing this issue is a more important priority than additional research.

Researchers say that it is difficult for them to know who else in Canada is doing related work or what research has been done or is in progress. They say that there is a need for a mechanism for identifying and sharing both theoretical and applied research.

For literacy practitioners, locating research information which might be useful can be challenging and time consuming. Most research reports are written in a language which is difficult for non researchers to easily comprehend, and it can be difficult for practitioners to see the direct relevance of these in their practice. As one person said, teachers want "something tangible that I can use Monday morning." They are eager for practical guidance, in their own language, which they can apply. But research reports do not always address this need.

A number of people suggested that a journal, newsletter or digest in Canada on literacy for both the research and literacy communities might be one possible way of creating greater awareness of research and its implications. While there are a few bulletins, these tend to provide little information on research or else have only very narrow circulation.

Is there a potential for greater use of technology in dissemination and discussion of research and its implications? For example, should one or more LISTSERV mailing lists, which provide for sharing of comments to subscribers via Internet E-mail, be developed in Canada? There are several U.S.-based mailing lists regarding literacy, and Internet mailing lists are increasing being used in other areas by both researchers and practitioners. Are there other existing or emerging uses of technology which should be considered?

Most respondents suggested that the real need among practitioners is not so much more information or access to research reports. Instead, they suggested that there is a need for some form of a "translation" function, which identifies implications of the research in the language and context of practitioners. What are ways in which this need could be addressed?

Questions for discussion: Do you agree with the above viewpoints? How important is the need to develop better mechanisms of dissemination of research findings and implications? What are ways of better informing both the research and the literacy communities about research? What forms of information would be most useful for practitioners? Do you agree that there is the need for a "translation" function to identify implications of research for practitioners? If so, who should be doing this: researchers? practitioners? a third party?

4. Activity within the Research Community in Canada regarding Literacy

Is there a literacy research community in Canada? Whom does it include? Members of a research community include primarily full-time researchers who usually work in academic settings. Some say that there is very little academic research regarding literacy in Canada. Others say, however, that there is a core of active researchers who could be used to spread the word and to encourage greater involvement in literacy research among their peers.

Is literacy a field of research activity on its own, or rather, one that is part of the broader field of adult education? Some say that literacy can be seen as crossing a number of disciplinary boundaries, which in addition to adult education may include sociology, psychology, family studies, education, business, development and others. They say that there is an increasing need for inter-disciplinary teams to study literacy issues, but those who are involved in literacy-related research are scattered, and there are not adequate forums to bring people together.

What are barriers to more research activity? How can one stimulate more interest and activity in literacy at the academic level? While there are some active organizations, such as the Canadian Association for the Study of Adult Education, some people either are not aware of these or feel that they are not adequate. Others say that more information, such as from NLS and its provincial counterparts, could help.

Respondents also observe that research is driven by funding. A number of people said that the Social Sciences and Humanities Research Council (SSHRC) has stimulated research in other areas, as well as inter-disciplinary research involving consortiums, through separate program streams, and that a program stream in the literacy area could serve as a possible incentive to attract more researchers to the field.

> *Questions for discussion: What is the status of the literacy research community in Canada? What are ways of stimulating more interest and research in literacy at the academic level?*

5. Enabling Researchers and Literacy Practitioners to Work Cooperatively

Researchers and literacy practitioners have complementary roles. The primary function of researchers is to develop knowledge, while the role of practitioners is to apply it in literacy practice.

Respondents indicated that closer contact and a more collaborative approach could be of benefit to everyone, resulting in more relevant research from all perspectives. With closer contact, researchers are more likely to understand the issues faced by practitioners which could be addressed through research. Practitioners also would be better able to be aware of the latest thinking and practical implications of research for their work.

The most common way which respondents suggested for facilitating greater communication between researchers and practitioners was conferences and gatherings. As noted earlier, the general sense is that if there are existing forums which could serve this purpose, they are not well known or used nearly enough.

A number of people say that greater involvement of practitioners, as well as learners, could improve the quality of research. For example, practitioners can help researchers see connections which they might not otherwise see. This could also provide opportunities for practitioners to test out how well theories derived from research apply in practice. When practitioners and learners are involved in identifying topics and approaches for research, they are more likely to be supportive and make it easier for researchers to obtain the access to programs which they often require.

Furthermore, literacy groups are increasingly interested in doing their own participatory research and evaluation. But due to a lack of resources and expertise, this is sometimes difficult for them. They could often benefit from some form of assistance from researchers.

Some people cautioned, however, that practitioners are only likely to participate in research if they feel that they themselves will get something out of this. And as noted earlier, practitioners only have a limited amount of time which they can devote to research activities.

Questions for Discussion: Do you agree with the above perspectives? How important is it to bring together researchers and literacy practitioners on a more cooperative basis? What are some ways of doing this, including conferences as well as other means? What are some ways of facilitating more collaborative approaches to research?

6. Specific Research Issues and Needs

What types of research related to literacy in Canada are needed? Following are a number of areas suggested for consideration by the people who were interviewed.

Note that these are preliminary ideas mentioned by respondents during the course of the interviews. They are listed here with the objective of serving as a starting point for discussion. What is interesting about this list is the range of research approaches represented. For example, both researchers and practitioners acknowledge the need for conceptual as well as applied research in a number of different areas.

The following areas for research were mentioned most frequently:

- The development of fundamental knowledge (which can come from applied, as well as from basic research), in particular about questions such as how adults learn, and which methods of instruction and delivery of programs are most appropriate.

- Descriptive information about what is going on in literacy programs across Canada, such as basic data on how many people are receiving literacy instruction, how much instruction they are receiving, and the contribution of volunteers.

- Program evaluation, to be able to identify approaches in literacy which work or not and under what circumstances and how their impact can be increased.

- Longitudinal research: most of our knowledge is short-term in nature

- Collaborative approaches, action and participatory research, as discussed earlier.

People also suggested the need for research with respect to literacy and special populations, such as Aboriginal people, people whose mother tongue is other than

English or French, people with disabilities, and perhaps other groups. Literacy problems and needs may vary across different populations, instructional approaches used for the general population may not always apply, and there may be specific barriers which limit access. Some people suggested there is a need to examine the intersection or overlap between literacy instruction and ESL/FSL. People have indicated that broad population research is often limited in its ability to speak to differences on small sub-populations.

Some other areas for additional research which were mentioned include:

- The link between families and literacy;
- The connection between literacy and social participation and the economy;
- How to enable people who have limited literacy skills to function in the workplace and in society, for example, exploring ways in which information can be provided so that high levels of literacy are not required.
- Means of assessment which are appropriate for adults.

People also noted that there are similarities as well as differences in literacy issues, as well as implications for research, between Francophone and Anglophone literacy. It was noted that language and cultural differences can affect the way people learn best, and perhaps have implications for the most appropriate ways of providing instruction. There are historically different approaches to the manner in which literacy programs have been delivered between the two language groups. Program strategies, as well as research approaches and instruments, need to be adapted rather than translated directly from one language to another.

Questions for discussion: What do you see as priority areas where more research is needed? Is the biggest need for more conceptual research, applied, or a combination? Are there ways of providing for greater consideration of population differences in research studies, or is research looking specifically at special populations required?

7. Development of a Literacy Research Strategy for Canada

What are some of the reasons why it might be appropriate to consider the development of a research strategy for Canada? What benefits would it bring? Who needs to act upon a research strategy, and in what ways? Who are the potential players? NLS is clearly one player, but others also need to play an important role. These might include, for example, SSHRC, provincial governments, national literacy organizations, academics, and other possible partners such as the business community, foundations, and other sectors.

Many of the people interviewed, from all sectors, spontaneously mentioned the lack of coordination and direction as the biggest barrier to literacy research in Canada. They say that the lack of a coordinated strategy leads to a hit-or-miss approach, where there may be some duplication of effort but where major gaps in our knowledge are not addressed. Data about literacy programs is not maintained in a uniform or consistent way and as a result, Canada does not have a usable database. Funding and support for research tends to happen on an ad hoc basis rather than with any strategic objectives in mind. Some people say that knowledge creation requires a long-term strategy for research.

Without coordination, people say that it is difficult for researchers to be able to build upon the work of others and to develop a body of knowledge and expertise. Others pointed out that a strategic approach, identifying priority areas for research attention, is necessary given the need for a more solid base of information and the limited funding which is available.

Would researchers welcome a more coordinated approach to research? Most of the researchers consulted said that they would. They said that there is not enough communication of priorities to researchers. A more coordinated approach could serve as an incentive for dialogue with others, and provide more venues and forums for information sharing and discussion. It might also assist with the funding of research.

A strategic approach to literacy research could identify priorities both for fundamental as well as for applied research. It could identify the types of supports needed to facilitate high quality research and provide a basis for making more appropriate decisions about the funding for research. A strategic approach may have the potential to stimulate interest in priority research topics by both researchers and by literacy organizations interested in carrying out their own research, and make it less likely for inappropriate research to be supported.

There were a couple of dissenting voices, however, as well as some cautions. Some researchers feel that only the research community, or even individual researchers, should be deciding what research should be done. They would resist direction for research set by an external body.

Others pointed out that while they support a more coordinated approach to literacy research, one of the strengths of the NLS is its flexibility and responsiveness to requests from the field, which has provided for a high degree of diversity and creativity. They say that a coordinated approach should respect this philosophy and not be overly rigid. There is general agreement that the literacy community, along with researchers, should be involved in the establishment of priorities for future research and in the development of a strategy. Some people add that while there is a need for a national strategy, coordination also can result from spontaneous interactions and partnerships at local and regional levels. Indeed, one component of a strategy could be ways of providing more opportunities and incentives for researchers and practitioners to get together.

What kinds of supports are needed to facilitate more coordinated action? For example, what role can Resource Centres play in the process? What else can be done to support the creation, dissemination and use of research? Are other forms of infrastructure support needed, and if so, what types? What else needs to be in place for a coordinated research strategy to work, and who needs to do what?

Respondents mentioned that there have been attempts to identify research priorities in the U.S. and the U.K., but they feel strongly that there is a need for a made-in-Canada strategy for this country. They observe that the U.S. does have some institutions, such as the National Center for Adult Literacy, which supports literacy research, as well as conference venues, publications and other vehicles which assist with information sharing. They suggest that there is a need to consider what types of support would work best in Canada.

> *Questions for discussion: What do you think about the development of a coordinated research strategy for Canada? How should this be developed and who should be involved? What should be included in the strategy? What kinds of supports are needed? Can a more coordinated approach also be flexible and responsive? What do you see as the roles of the various sectors? How can* your *own sector contribute?*

8. Status of the Literacy Field and Implications for Research

The literacy field is relatively young. It was developed to a large extent by people outside established educational streams, with a lot of enthusiasm but little institutional support. At times it has been characterized by an anti-institutional perspective, which may have inhibited the development of links between practitioners and university-based researchers.

There appears to be a sense that the field is now maturing. Literacy is still full of people operating on shoestring budgets and enthusiasm. Some are concerned that in times of fiscal restraint, support for literacy still is vulnerable. But the field of adult literacy, and its legitimacy, is now much more accepted. Many practitioners who come from outside the established educational profession are seeking more acceptance and formal recognition for their skills and more links with educational institutions.

The field may have reached the point where it is ready to reflect upon what it has achieved thus far and what else needs to be done. It now seems more open to questioning what approaches to the delivery of literacy programs have worked well and which have not, to identifying alternative approaches, and in being somewhat more systematic in the future. This can have major implications for research.

To be sure, there may be some practitioners who feel that with a great need for more funding for literacy programming, research may still be a luxury that we cannot afford. Others, however, suggest that in this context, research is especially important: otherwise, how can we ensure that limited resources are used in an informed way to support approaches which we know actually *do* work? They add that high-profile research studies, such as the LSUDA survey and the most recent IALS study, as well as others such as Conference Board reports on literacy and basic skills in the workplace, are needed in order to increase the public profile of literacy and to develop public support for continued funding for literacy programs — and for a broad societal commitment to addressing the challenges of literacy.

> *Questions for discussion: How would you characterize the current status of the literacy field? Do you agree with the above sense that it has reached a certain stage of maturity? What implications, if any, does this have for research? For example, does this mean that the field is ready to take a harder, more systematic look at its activities to date? Is it more open to evaluation and to research guidance about new approaches to enable adults to improve their literacy skills?*

Conclusion

As the James Draper quote at the beginning of this paper suggested, research can be an important tool in helping literacy programs improve their effectiveness. There appears to be increasing recognition within the literacy community of the value of both conceptual and applied research. The people interviewed in this study demonstrated a strong commitment to literacy and to quality, and expressed their interest and enthusiasm for exploring ways in which the contribution of research can be increased to better serve the cause of literacy.

V

A CONVERSATION ABOUT DEVELOPING A LITERACY RESEARCH STRATEGY: YESTERDAY, TODAY AND TOMORROW

A Report prepared for the National Literacy Secretariat
by
Words That Matter Inc.
Joanne Godin

A Conversation on Developing a Literacy Research Strategy: Yesterday, Today and Tomorrow

The National Literacy Secretariat (NLS) invited representatives of the literacy and research communities in Canada to come together from February 5-7, 1996, to discuss the need for a research strategy for literacy in Canada. This report presents selected quotes from participants, grouped according to the major themes raised and debated in that meeting. It is not intended to be a weighted summary of conclusions drawn at the meeting, but rather a reflection of the conversations that occurred.

> The NLS is convinced that there is a need for a review of the state of research on literacy. Statistical and empirical studies, applied research, evaluation and assessment, best practices and case histories are essential if we are to advance knowledge and understanding of the importance of literacy and of literacy matters to Canada.
>
> The goal of this meeting is to share views about whether or not we need a literacy research strategy for Canada. If so, what should the components of such a strategy be? What is the most intelligent way to ensure that literacy is best served by research?
>
> I am not referring to a "national" strategy for literacy research. The term"national" too often conjures up the idea of a centrally imposed set of perceptions which does not sufficiently recognize the diversity of this vast country. Rather I choose the formulation "a research strategy for literacy in Canada" because I believe that we need to take a look at what is required in a holistic way. From that perspective we can deduce what we and our organizations can do to advance the state of the art of research in literacy fields.
>
> -James E. Page
> Executive Secretary
> National Literacy Secretariat

A conversation...

...on how research can be defined...

Up to now, there has been a lack of a common definition of literacy "research". From the point of view of political organizations, coordinating groups, grass-roots organizations and universities, there has been no meeting of minds on a definition. Within the groups, however, it's easier to find agreement on the objectives of research. Some look for numbers [to "sell" literacy training], some look for causes [things that contribute to low literacy levels], some look for solutions, and others look for evidence... [to support or supplant existing training] concepts.

Today, no matter what our position or location, there are realities that influence how we see research–what we believe it is, and what we might see as its overall purpose and goal.

- The NLS defines research broadly to include needs assessments, evaluation, sectoral research, pilot projects, statistical surveys and a variety of other types of analytical enquiry.
- Within the literacy movement, there are concrete examples of how good pieces of research have had a direct impact on creating good public policy.

Literacy research cannot be isolated from literacy practice or from literacy conditions.

- Literacy is being equated with economic development, and we're not sure if that is right, good, and just. We're also not sure, if we do longitudinal studies of adult literacy learners, that the answers we receive would be the ones that policy makers want.

...on how research can explore the impact of literacy on people's lives...

So far, research has made real advances in understanding the full range of literacy skills, from basic to advanced.

"We have to look at why learners are in programs and what being in a literacy program does for them as individuals, as parents, as workers, as Canadians."

What is the real impact of literacy-training practices and policies? One phenomenon appears to be the rise of "diplomania"or "credentialism"[1]: the threshold for access to jobs rises, so those who are at the back of the line never catch up. They'll always be at the back of the line even though they've improved their reading and writing skills.

- Research should be asking "How does literacy lead to the well-being of people, communities and our society?"

- We have to look at why learners are in programs and what being in a literacy program does for them as individuals, as parents, as workers, as Canadians.

...on how literacy practitioners can use and contribute to research...

In the past, research has been too centred on the delivery of literacy training. We haven't spent enough research time on teaching techniques in reading, writing and communications.

- It's difficult to position current or future projects in terms of research, since there is no basic data. We are lacking "the state of the art",the basic information on research into literacy training.
- There is a phenomenal body of voluntary work being performed in our field that has never been properly documented. It has implications for the quality of our practice.
- We have to study the general methodology of teaching literacy, the training of trainers, and self-instruction for trainers.
- We need better documentation of practitioners"experiences. We know certain things work-we have a body of knowledge on good practice, evaluation and learning strategies, but we have not documented that experience well. We have to be very clear in what we want research to do, to ensure that the research stays focussed and meets our requirements.
- Perhaps we should broaden our research scope so we can better understand the reality of literacy. What are *Canadian* techniques of reading and writing? Should we reflect on reading and writing as carriers of culture?

Today, literacy practitioners use research to make a case, to involve other people, or to legitimize our cause. There is less interest or discussion about research that cannot be applied directly to teaching in the field. There often isn't the luxury of time to read other types of research; quantitative research helps you leverage resources-it is quick and dirty and has great value.

- Some practitioners say there is only one type of research-research that helps them tell the story, to present it to corporations and government policy makers.
- Research helps me be a marketer.

We were working on a research project that required field participation. We first contacted each of the stakeholders and brought them together for a day to discuss the research design. At the end of that day, the research design had changed quite a bit, because they were able to tell us what we could realistically expect.

- In the corporate community or in the private sector, if you are asked to participate in a piece of research, if you're asked to be part of a focus group or to fill out a questionnaire, then you're compensated for that. That type of honorarium wouldn't be so far-fetched in a research proposal to allow the literacy community to be able to participate.

Research and practice are inextricably linked, and **in the future**, that has to be recognized.

"Local research shouldn't be denigrated because it is descriptive or because it is based in the programs".

- We need to take a rigorous look at some of the practitioner-based research, but we also need more dialogue so that we can struggle with our different frameworks. The Internet can offer us ways to talk to each other.
- A research strategy has to put the learner at the centre and needs to include the practitioner in a very meaningful way. The practitioner needs to reflect on what is happening and to include learners in that reflection.
- As long as the research doesn't acknowledge the actual working conditions of people involved in literacy, then it won't be read and it won't be of use.

I believe in research that affects practice, but I also believe in research that is critical and that questions the frame of that practice. In tight financial times, we narrow our thinking and put blinders on. But if we think only of immediate relevance, we may lose some of the more critical questioning. A reflective practitioner can be as much a part of that critical questioning as someone in a university–the challenge is to respect all our different settings and sites.

- We're too used sometimes to thinking about teachers or practitioners as consumers of knowledge. Teachers are also generators of knowledge.
- Local research shouldn't be denigrated because it is descriptive or because it is based in the programs.

Quality relates to more than methodology. We need to look at whether the research is responding to a need, is recognized, and is being reinvested. We say that learning is not finished until it is translated into real life–we have to apply this concept to research.

...on how researchers and practitioners can collaborate for research...

Today, academics can help practitioners do the research, and practitioners can help the academics make it relevant.

"Academics can help practitioners do the research, and practitioners can help the academics make it relevant".

- With respect to our relationship to the formal education system, the popular community-based literacy movement is a new and emerging field, even though Canada has a great and long tradition of popular education. We must develop the literacy field by working more closely with the formal system and developing new ways to link literacy practice to research.
- We need to determine ways to bring together the literacy and research communities so they understand each other better and can do the most effective literacy research. We also need to determine how the NLS can facilitate this.

- We could bring researchers and practitioners together by identifying together ideas that need study and review, just to identify topics.
- It is important to figure out how collaborative projects can allow dialogue between the two groups.

Is academic work open to the critique of the practitioner, just as much as the other way around? Who has legitimacy and who gets to judge? Is it only academics who can referee journals? Could practitioners referee? Could there be a variety of critiques?

Quality according to whom? Can we interpret certain elements of research in terms of quality based on standards that academics would recognize? Or does it come down to whether the research answers a specific need that has been identified by a community of practitioners?

...on the need for "hard" academic research...

In the past, some research may not have been of high quality; that may be why the question of the involvement of academics in pracitioner-based research has come up. If research experts become involved, we may question less the quality and the legitimacy of the research.

Today, we need hard academic research to determine the effectiveness of teaching materials and methods. We need to examine the factors that enable other countries to have higher literacy rates than ours and relate those factors to our policies and habits.

- We need to create a greater interest in literacy in a number of university disciplines. Literacy is of interest to people in psychology, sociology and political science–how humans learn is of interest.
- How do we instill passion about research in literacy? The practitioners in the field have passion for this issue. How do we instill that kind of passion in academic researchers to attract more of them to literacy research?
- With literacy and adult education, ESL [English as a Second Language], community development, and *action populaire*, we are involved in "education at the margins." That does not have a pre-eminent place in academia.
- Since adult education deals with the needs of poor people who are struggling at the margins, then what we need literacy research to do is to move that practice from the margins to the centre.

"How do we instill passion about research in literacy? The practitioners in the field have passion for this issue. How do we instill that kind of passion in academic researchers to attract more of them to literacy research?"

In the future, research councils need to think about literacy research as an appropriate and important academic activity. We need to create a research field that isn't marginalized, and that serves people who are working in the trenches as well as the research enterprise. We need research to promote the issue, to enhance practice and to connect literacy to other issues and to the community.

...on researching literacy's contribution to social development...

Today, we have to be aware that many people feel silent in this world. I'm not sure that certain kinds of research will find out more of their view of the world and more about the importance of literacy in their lives. How can we make research make a difference?

"How can we make research make a difference?"

- How did it happen that fishermen who earned very good salaries, supported their families, participated in society, and drove boats with complicated technology aboard them were renamed as `illiterate and a burden on society"simply because of their employment status?
- How can a community decide on its priorities if nobody has established a way for that community to determine what its needs are and to find solutions?

Each of those groups [social development and community groups] wants significantly different information from research, based on their own mandate and on what they have to accomplish every day.

- There are other social causes or issues where good academic research has supported good policy, like health promotion and family violence.

In Ontario, there is a thrust to narrow the definition of literacy work to workplace initiatives, and the provincial government is very interested in doing that. For this reason, I have been trying to gather evidence that links literacy to issues like health, justice, inter-generational effects, and independence of seniors. I discovered that there is not a lot of research to support these claims. I think it is critical that we be able to substantiate these claims.

...on researching how to meet the needs of diverse communities...

We have 50 Aboriginal languages in Canada, and several are disappearing. The literacy field has a social responsibility to Aboriginal people. This must be a priority for research.

Today, different linguistic and cultural realities give literacy and literacy training a richness and diversity. Recognizing that from the start can help to establish a community and mutual respect.

Canada has a bimodal immigration policy: we have a lot of immigrants at the high end of literacy levels, because we want to attract those sorts of professionals to the country; because of our refugee and family settlement policies, we also have a large number of people who are at the low end of literacy levels.

"Today, different linguistic and cultural realities give literacy and literacy training a richness and diversity. Recognizing that from the start can help to establish a community and mutual respect".

- Overall, we have very little information on the relationship between their use of their first language and their second language in Canada.
- There is well-grounded anxiety around this issue, because no one wants to feed any backlash against necessary immigration. But we cannot position it by shying away from it.

...on researching francophone literacy...

Today, we need to know how much the needs of the francophone population differ from those of the anglophone community. We should avoid distinguishing between "us"and "them", but rather try to see the possibilities of fitting information and practice together and working together.

In Quebec, there are few references to literacy research in the media. The media often looks for a figure on the numbers of illiterate people and give the Level 1 and 2 statistics–that there are 900,000 people who have difficulty reading.

For the future, research is needed on the phenomenon of francophones who have lost most or all of their maternal language, who are in an anglophone working environment, and who were educated in English or not educated much at all. What are the influences of these phenomena with respect to teaching mother-tongue or second-language literacy?

- If you have French people not living in Quebec who are not in a French environment, what are the issues around their assimilation if they're losing their language and losing their literacy in their mother tongue?

...on funding for literacy research...

Today, research funds are drying up; in recent years that has made it difficult to conduct high-quality research.

In the future, groups seeking funding should make a systematic effort to find partners or funding sources for research projects.

"Research funds are drying up; in recent years that has made it difficult to conduct high-quality research".

- Support for literacy research needs to come from more stakeholders than business, practitioners and learners. Communities, regions experiencing economic downturns and serious unemployment problems, families, government officials, literacy workers, and policy makers are all stakeholders too.
- The business community has the people, expertise and money. If they saw merit in supporting literacy research, they could do a substantial amount of work.

It would be illusory to think that we could move to a new stage in literacy research in Canada if we can count only on the role and resources of the NLS. The NLS has a role to play, but it's more that of a facilitator. Over the last five years, the Social Sciences and Humanities Research Council (SSHRC) has targeted research on key national issues such as literacy.

- SSHRC has made funding available for three years on disability issues and other matters. That could be a concrete way to open up programs of granting organizations to the issue of literacy. There are federal organizations and there are granting and statutory research organizations in every province, such as the Quebec Council on Social Research.

Creating an interdisciplinary research field in literacy is the key to the future of literacy research.

"Creating an interdisciplinary research field in literacy is the key to the future of literacy research".

- SSHRC developed the field of research on aging in this way: fifteen years ago, sociologists and political scientists were working on aging in an ad hoc way. SSHRC put money into creating centres, networks and partnerships to support PhDs and MAs to train specifically in the field of aging. This pool of expertise developed and sustained a legitimate field that matured and developed, but it needed intervention to do that.

...on communicating research results clearly...

In the past, there has been a gulf between research, the communication of research results, and the effective use of research by policy makers to create good policy. For example, we know a great deal about family literacy and its importance from the work that has been done, but that work hasn't been translated into effective policies at the provincial or national level to help support family literacy programming.

Today, literacy workers do not have the luxury of being reflective–they cannot take the time to process information. This is compounded by information overload and by the kind of language researchers often use to report their findings–they use the opposite of plain language.

In the future, it will be critical to think of the importance of communications prior to research and about communicating research results to practitioners, policy makers and others.

- We need to make the material simpler and give people opportunities to engage in the challenging thinking needed to move it to "How would this translate into ways to do our literacy practice differently?"
- There is a need for practical research information that the literacy workers can use as a basis for action. Perhaps it's no different from the needs of senior managers who are not going to read large research reports. They really need to have it digested and learn what it really means for them.
- An interesting idea was the description of transfer journals [journals that summarize the results of technical research in plain language].

...on the possible elements of a dynamic literacy research strategy...

Today, we have fewer possibilities to communicate with each other orally and in writing about research activities than we did two or three years ago. Existing networks for communicating research results are being gutted. New research sites need a communications infrastructure that will allow researchers in universities, in private business, and in the literacy training field to communicate.

Research was done on small business and workplace literacy in Alberta and in other places in the country. If Alberta's funding organization had helped to tie the pieces of research together, the researchers could have met and looked for common threads, moving the research to a higher level.

- We need the NLS to provide leadership, to provoke activity and to coordinate efforts with other research organizations, HRDC, and with inter-disciplinary, inter-ministerial, and inter-provincial networks.

"A research strategy is like an airport or a bus terminal. The terminal is not the destination. It is a facility that helps travellers get where they want to go".

For the future, if I had one plea for a research strategy for Canada, it would be something that augments participation rather than restricts it.

- A research strategy is like an airport or a bus terminal. The terminal is not the destination. It is a facility that helps travellers get where they want to go.
- A strategy or action plan could be confining. It is important to bring a focus to research and to support good research practices, but how do you put forward a plan that allows ideas to emerge from the field that perhaps you hadn't considered?
- We have to find ways to identify research needs continuously, not just take occasional snapshots and live on that for a number of years.

Research networks must be a fundamental component of a strategy.

- How can we go beyond simply giving resources to academics, to try to develop networks that pull together academics and users of research?
- A small research centre could bring a larger group of people from the academic community and literacy practitioners together a couple of times a year to discuss literacy research–not to achieve consensus, but to talk about what they're doing and engage in cross-fertilization. The centre might also act as a clearing-house for information databases.

Summing up by focussing on the global issues...

In the last few days, we have addressed some of the issues we face in developing a research strategy for Canada.

The National Literacy Secretariat isn't going to be able to address all of these issues and concerns on its own. One of the reasons for having a meeting such as this is to try to get a global sense of the issues, so we can look at what we can take on, given the resources that we have. A second reason is to engage other people in this process because literacy research is connected to a host of sectors in this society.

A research strategy for literacy in Canada will emerge out of the commitments various organizations make to this issue, given their respective interests, capacities and resources.

Through events such as this conversation, the National Literacy Secretariat wants to draw attention to issues that are timely, interesting and relevant to our agenda and to your agenda, as our literacy partners. By doing so, we hope to stimulate further progress towards a common vision of a country committed to a culture of learning–a Canada that reads and writes well.

–James E. Page
Executive Secretary
National Literacy Secretariat

Note: The complete text of James E. Page's closing remarks, presenting a point-by-point summary of the main themes raised in the policy conversation, is reproduced in Section VI of this report.

VI

CLOSING REMARKS

A POLICY CONVERSATION ON LITERACY RESEARCH

February 7, 1996

James E. Page
Executive Secretary
National Literacy Secretariat

CLOSING REMARKS*

POLICY CONVERSATION ON LITERACY RESEARCH

JAMES E. PAGE
EXECUTIVE SECRETARY
NATIONAL LITERACY SECRETARIAT

AN IMPORTANT BEGINNING...

Thank you for asking for a few remarks at the end of this Policy Conversation. In reality it is not possible to conclude our Conversation because this meeting is the beginning of a process and not the end of one.

I think it has been a very important beginning. Important because we have had an opportunity, without the need to arrive at a consensus, to get as many ideas as possible on the table about the future of literacy research. These ideas have been expressed with conviction and with care.

Throughout the few days of this Policy Conversation I have had the feeling that we have been assisted by others who are not physically here. John O'Leary mentioned Roby Kidd. Roby was a mentor for me and for many others. He cared deeply about literacy, adult education and a civil society. People like Roby Kidd are very much with us when we talk about literacy - Roby and others like Moses Cody, from a generation before, have shaped this field and have formed our thinking about it.

As well, throughout these conversations learners have been in our minds as we have talked about the future of literacy research. I was very touched last year by a presentation given during "les Prix de la francophonie" by a learner named Gaston Betty, a man who spoke eloquently about his life's experience and about what literacy meant to him. It seems important to consider, as we talk about research, how learners like Gaton Betty shape our thinking as well.

The prime objectives of this Policy Conversation are to share intelligence, to think through without any constraints the importance of literacy research and how we ought to promote it. Another objective is to help the NLS to make a more focused contribution to research. In my opening remarks I asked you to help us to suggest ways the Secretariat should handle the findings of our program evaluation related to the effective dissemination of research results.

An opportunity to think...

I think the Policy Conversation has reached its goals. One participant has just said that the last few days have given her an opportunity to think about literacy research - "to think it through". When I heard this I was very pleased because that's exactly what we wanted to have happen.

*** These remarks have been edited for print.**

From this Policy Conversation we have a common understanding of the issues. This understanding provides us with an opportunity to develop a literacy research strategy for Canada which reflects the interests, capacities, and resources of our various organizations. Our task now is to consider how our various organizations can contribute to the advancement of literacy research in Canada.

We have well and truly set aside our individual interests to address what is in the best interests of literacy. I don't think that is rhetoric or empty words. People around the table have set aside personal interests to focus on the future of literacy, a field which means much to many individual Canadians, in their families, in their workplaces, in their public lives and in their private lives.

When one talks about research it is so easy to become entangled in the undergrowth of special interests because, quite frankly, research is a jungle of competing demands, competing prides, competing objectives and competing science, not to mention the competition for resources. But I think we have been able to set these snares aside in order to consider carefully what we can do to advance literacy and, hence, to serve our fellow Canadians.

SOME PRINCIPLES HAVE EMERGED...

We have had a very full agenda. But what have we discovered during these hours of reflection? All of us have spoken, in one way or another, about the need for a research strategy for literacy in Canada. While we were not looking for consensus I think we have discovered we share that common purpose. And there were some principles articulated here which we should reflect on further.

Primacy of the learner...

The first and foremost principle is the primacy of the learner in the many ways they learn. We have to give learner and learner-practitioner relationships high priority in the development of a literacy research strategy.

Importance of partnerships...

A second principle, mentioned over and over again, is the importance of partnerships in advancing research on literacy - partnerships in which practitioners and researchers work together; partnerships to identify what, in fact, needs to be done; partnerships in providing support and funding; partnerships for the dissemination of results.

Praxis...

The third principle is about praxis, that is, theory being informed by practice and practice by theory. That has to be, I think, one of the pillars of any kind of meaningful strategy in the literacy field.

Collaboration between researchers and practitioners...

Praxis connects to the fourth requirement to ensure full discussion and collaboration between researchers and practitioners in developing a strategy and in realizing it. As someone put it, research needs to be co-owned rather than being the exclusive domain of one or other group.

Literacy research for well-being...

A fifth principle to be borne in mind is that literacy is premised on social, economic, political (citizenship) and cultural participation. I liked very much the turn of phrase, "literacy research for well-being". We need to keep that word "democratic" in mind - democratic in how we phrase a research agenda - and also in how we go about fulfilling it and sharing the results of it.

ARCHITECTURE OF A STRATEGY...

In addition to these principles there are many other considerations to be carried away from this meeting. There are elements of design in the literacy strategy we wish to create. Susan Sussman's analogy of the design of an airport as being a model for our task seems to have gained some currency. Be it a blueprint for an airport, or a train station, or a bus stop, our research strategy will result in an architecture, in form and function.

"State of the art" review...

For me, clearly one of the first elements in this evolving architecture is a "state of the art" review of literacy research. This taking stock of where we have come over the last eight years is required to identify, to clarify, to explain and to make accessible research in Canada on literacy in both official languages. After this meeting I hope we will be able to think through with the Social Sciences and Humanities Research Council how we can undertake such a review, expeditiously and in partnership.

Dissemination of results...

Any research strategy, it seems to me, needs to include the dissemination of research results in both French and English. This needs to encompass a variety of tactics including, as was suggested, one-page fiche designed to make the results of a particular research project understandable to the field, to the public and to policy makers; the development of an

appropriate database and WEB site; and the development of a publication infrastructure which might include a transfer journal, a set of occasional papers, and an academic journal.

The publication of research findings and the sharing of research methods in a coherent, predictable, established way is important. The transfer journal notion attracts me a great deal because it addresses some of the principles I have just mentioned: sharing across domains, not just disciplines; and blending intellectual endeavour and practical concerns which touch the lives of the learners with whom and for whom we work.

Research advisory mechanism...

Another important part of this (and I want to think through how we, in the NLS, might deal with it), would be the establishment of a research advisory mechanism to help us remain relevant and current when making choices about what we should support. Based on that process, we could regularly identify changing research priorities to articulate clearly what we plan to do to advance the field at any particular point in time.

Identify our priorities...

Lots of examples of specific research projects were mentioned and I am attracted to many of them. More thought is needed, I think, about where we should place our priorities. I heard a lot of talk about policy relevance and about action-oriented and participative research. Do these have equal weight now? Will they in the future?

From this discussion, I think we need to identify priority fields, picking up on the "macro" concept Serge Wagner used. We need to identify broad areas and then see, both by active solicitation by the NLS and by what people bring to our door, how we can advance research on Aboriginal literacy; minority language, official language and immigrant language literacies; family literacy; workplace literacy; empirical work; statistical work; and analyses of what happens to learners throughout their lives.

Doing something of a long-term nature around learners is both attractive and necessary. What happens to learners as a consequence of the programs they complete? What sorts of literacy practice affects them? Do learners become part of a culture of learning and a culture of reading?

I like the concept of a culture of literacy and learning. Literacy and learning are inextricably linked. I have a feeling that if we talked more about a culture of literacy people might identify more readily the importance of literacy as we grapple with the increasingly complex learning needs of citizens in modern societies.

Information on work abroad...

Another point made several times during this Policy Conversation is that, in addition to identifying what needs to be looked at in Canada, we would well be served if we were to ensure that we have access to information on quality work abroad. I am pleased to say that we have been making some steps in that respect. As you may know, the National Literacy Secretariat presently supports the UNESCO International Award for Literacy Research. We have supported UNESCO's ALPHA collections on a biannual basis. We have struck what I believe will be a very fruitful collaborative arrangement with our counterpart in the United Kingdom, the Basic Skills Agency, formerly ALBUSU. Next week, I will be meeting with La Groupe permanente de lutte contre l'illettrisme, our counterpart in Paris, about the possibility of an exchange with France. We have very good links with the OECD as the IALS study shows and we hope to be able to build on that relationship as well.

Work with other federal departments and agencies...

We also need to develop of a plan to work with other federal departments and agencies on literacy research issues, in particular with DIAND on native issues, with Canadian Heritage on official languages, (particularly official language minority issues,) with the Department of Health, with Solicitor General and Justice, and with the research granting councils.

Development of a research capacity...

Short, medium and long-term attention must be paid to the development of research capacity. We talked about training and education, graduate scholarships for students, research fellowships for faculty. I love Jennifer Horsman's idea of practitioner sabbaticals to provide literacy workers with time to refresh their thinking and to learn about what is current in research. Thank you very much, for that idea.

Since we support an international award for literacy research, it strikes me that we should be looking at the development of a domestic award to stimulate literacy research in Canada.

Those are some things that we have considered on the "people side" of the research enterprise. But there are other matters on the "infrastructure side" which require attention over the short, medium and long-term as well. We need a time series of empirical data which periodically defines and continuously refines the literacy challenge. We have started this in a sense with the statistical base found in LSUDA (Literacy Skills Used in daily Activity done in 1989) and the first round of IALS (the International Adult Literacy Survey released in December, 1995). We need to identify some additional longitudinal work. We have already mentioned the importance of a literacy component in the Longitudinal Survey of Children.

Bring legitimacy and recognition to the field...

Another part of the architecture must be designed to ensure literacy is perceived as a legitimate area of academic activity with appropriate scholarly recognition and rewards. I have already mentioned that much can be accomplished towards this goal through creating publishing venues in both official languages, so that there are ways in which literacy scholars can get their work published to receive the academic recognition they deserve. The involvement of organizations like SSHRC can bring legitimacy and recognition to the field. I have already mentioned the notion of fellowships. International research links are quite important and perhaps we should be thinking about ways in which we can foster those.

In July 1997 there is going to be a World Congress on Adult Education in Hamburg, Germany. My understanding is that one of the themes will be literacy and Canada should play a role in that. While we have lots to offer we also have lots to learn.

Research communication strategy...

Beyond all of this, there is a need for a coherent research communication strategy as part of our architectural drawings. We were talking this morning, in our small group, about the need to encourage several high profile French and English columnists and editorialists to be informed about what is going on in the area of literacy research, not necessarily to write about every piece of research done, but to build up, in their own files and in their minds, the depth of knowledge of literacy to write about it effectively and pointedly.

We need to make literacy research part of the agenda of other non-literacy organizations, as we have discussed, and that is something that we must address.

What can the NLS do...

On another note, the NLS needs to consider a number of changes to its operational policies. These are things that are more micro than macro, but they are important. We can support multi-year research projects. Perhaps we should make that better known. We also could consider ways to promote research-sharing or collaborative research. Or, as someone suggested, when we fund conferences and seminars, we might encourage sessions devoted to the sharing of related research results so that those who are active in research can run workshops on what they are doing. This would provide research leaven to assist the development of the field.

THANK YOU ALL...

I am sure that when we read the transcripts of all of the plenary sessions of this Policy Conversation many, many more things will come to mind. The thoughts I have summarized indicate how rich this discussion has been. I want to thank you all, because each of you has contributed to this valuable blend of ideas.

May I express special thanks to several people. To Marla Waltman Daschko, to Margaret Robinson and to Lynne Lalonde, my colleagues in the NLS who have worked very hard to make this Conversation a reality. They share my concerns about literacy research in Canada and the need to set directions for the future.

I want to thank Burt Perrin for his thoughtful discussion paper and the care that he brought to researching and writing it. Thanks to Liz Kane for all of the work that she put into the logistics of this event. She made sure everything was ready for us, and that arrangements for this meeting were complete and elegant. Thank you to Carol MacLeod who has been our facilitator in these policy conversations. She brings to them, as you now know, a very deft and delicate touch to keeping people focused and on task.

Finally, thanks to you all for your time, your thoughtfulness and your participation. You have made this a successful meeting and I applaud your generosity.

VII

REVIEW OF NATIONAL LITERACY SECRETARIAT RESEARCH PROJECTS

Policy Conversation on Literacy Research

Marla Waltman Daschko
Senior Policy Officer
National Literacy Secretariat

REVIEW OF NLS RESEARCH ACTIVITY

I am pleased to have this opportunity to provide a brief overview of the research activity funded by the National Literacy Secretariat-funded research activity. After reviewing the records of the NLS, and speaking with other NLS staff, I have compiled this overview. First, however, I would like to preface my presentation with an acknowledgement of the experience and history that all of you bring to this table.

Many of you have worked in literacy, or been involved in literacy research, long before my colleagues or I joined the NLS. You are, therefore, in a better position to give this historical overview of research activity than I am. Nevertheless, I will press on and ask you to intervene if you feel I have misrepresented or forgotten something.

When the NLS was established in 1988, research was one of the five activities that we were authorized to support. According to our program terms and conditions, our research objective is to "stimulate research and development initiatives which address the needs of literacy practice and practitioners".

Since the program began, the NLS has devoted a significant portion of its project funding to research activities. Well over 300 projects, some large, some small, that have a research component have been approved. We have defined research very broadly to include needs assessments, evaluations, sectoral research, pilot projects, statistical surveys and a variety of other types of research not as easily categorized.

The NLS research strategy has been primarily a responsive rather than a strategic approach. As the field developed we felt it was important to respond to the needs identified by the literacy community, rather than attempt to direct its research agenda. This is in keeping with the model the NLS follows in its project funding. Initially our funding was primarily seed money used to motivate the research community; in other words, to get things going. We wanted to be responsive to the community and to its needs. We wanted to see who was active and to sponsor the work of those individuals or organizations which presented projects which would further our knowledge about literacy and related issues.

This is not to say that the NLS did not see a need to keep an eye on the general direction of the field. For this reason we have funded research which we felt would allow us to be on the cutting edge of research. We saw the benefit of funding research initiatives that would break new ground for literacy, would open up new areas of research, or would respond to previously unmet needs of specific communities.

The goal of NLS funding of research has been to be sure that we are benefiting from the best thinking available, to help people put into place the most effective literacy programming available, to serve populations that haven't been well-served, and to focus on how to better reach our clients.

In addition to our grant-based research activity, NLS carries out strategic research with our O&M budget. This aspect of our research activity has been more active in some years than others. I will speak a little more about this later.

As part of your policy conversation kit you have received a report which the NLS has put together. It is a summary of the grants that have been directed toward research - either all or part - since 1988/1989. As with the reports which we compiled for the other policy conversations, this report is based upon our departmental coding system. We have used this system to list all projects, since 1988, which were coded "research". We recognize that, if we were to recode these projects today, we might not choose to classify some of them under this category, as our definition of research has evolved over time. We have edited the report somewhat to clear up many of the anomalies but some remain. As well, in order to make the report more meaningful, we have grouped the projects into a number of sub-categories.

The projects are grouped as follows: needs assessment, evaluation, sectoral research, pilot projects, and general, which we used for everything else which did not clearly fit into the other four categories.

Needs assessment

In the early days of the NLS a large number of needs assessment projects were funded. It was necessary to establish the needs of specific communities for literacy programming, as well as to demonstrate that literacy funding was, in fact, required in Canada. This type of funding has been very useful to help develop the field. For example, as you look over the needs assessment projects, you will see that they cover communities and locations across the country, from large organizations to small community assessments.

Evaluation

Lately, evaluation projects have become a much larger part of our research funding activities. This is a reflection on how far the field has progressed and demonstrates that we are moving toward a more mature range of services and a professionalization of those services. A variety of well-established programmes now exist across the country. The field recognizes now that evaluation plays an important role by allowing us to study and to understand what works and what doesn't.

For example, in 1993/94, The Prospects Adult Literacy Association in Edmonton tested two program evaluation tools. They were the "Adult Literacy Volunteer Tutor Program Evaluation Kit" and the "Progress Profile". This project has allowed approximately 400 members of four literacy programs across Alberta to assess what their programs have accomplished. A mark of success of the project is the fact that these evaluation tools are now available to all Alberta literacy programs for use in their formal evaluations.

Sectoral

Sectoral projects tend to be those which primarily evaluate the needs of specific sectors of the workplace. An excellent example is a study undertaken by Praxis Adult Training and Skills Development of Toronto, which investigated the extent of workplace literacy training initiatives in the hospitality industry. The result is a book which is now widely used by that industry.

Another interesting project was developed by the United Food and Commercial Workers International Union in Rexdale, Ontario. They examined the scope and nature of literacy difficulties facing its members and designed five pilot projects to respond to these difficulties.

Pilot projects

Pilot projects allow organizations to explore new models for literacy programming. One pilot project of great interest is an adaptation, in Perth county, Ontario, of the British Manchester model which allows practitioners to obtain information about learner's prior learning experiences. It is a learner centred, community based project which involved local literacy workers and learners. The system is now being adapted and applied across the province.

General

Everything else we have listed under the General category. A couple of interesting examples include:

A multi-phase project by the Canadian Congress for Learning Opportunities For Women (CCLOW), which studiedand documented how gender affects women's access to, and experience of, literacy programs.

Another project, entitled "En toutes lettres en francais" by the Institute canadien d'education des adultes in Montreal, and the Fédération des francophones hors Québec, studied the situation of francophones with low levels of literacy. One result of the project was the identification of the need for a francophone literacy organization in Canada. It led to the establishment of FCAF.

Also of interest is the literacy portfolio development project of the University of Ottawa. It is a great piece of work which is being used widely across the country.

The NLS has also been instrumental in its support of the UNESCO International Award for Literacy Research and the Alpha publications series, the latest of which is Alpha 96, entitled "Literacy and the World of Work".

Finally, I wish to direct your attention to a separate listing of selected research projects commissioned by the NLS since 1988/89. I am sure that some of these will be familiar to you, including the 1989 Canadian Survey of Literacy Skills used in Daily Activity (LUSDA), and the 1995 International Adult Literacy Survey (IALS).

These surveys are major pieces of research which have been and will continue to be a fundamental part of our research activities. We expect the IALS data, in particular, to be used extensively by the research community over the coming years. There is much to be mined from the data and, in fact, over the next two years, the NLS along with the Applied Research Branch of HRDC and Statistics Canada, will be supporting the research and publication of around a dozen individual research monographs based on the IALS data which will cover a variety of subjects.

There are obviously many more research projects with which the NLS has been involved over the past seven years. You have the reports in front of you and I will leave them to you to review at your leisure.

VIII

LIST OF PARTICIPANTS

Policy Conversation on Literacy Research

NATIONAL LITERACY SECRETARIAT
RESEARCH POLICY CONVERSATION
February 5 - 7, 1996
Aylmer, Quebec

PARTICIPANT LIST
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SECRÉTARIAT NATIONAL À L'ALPHABÉTISATION
DIALOGUE DE POLITIQUE SUR LA RECHERCHE
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IX

EVALUATION SUMMARY

Policy Conversation on Literacy Research

Evaluation Report

This report is a tabulation of the evaluations completed anonymously at the end of the think tank by 18 of the 23 participants The number of times that a theme is reiterated by different people is noted in brackets following the comment. N/C stands for no comment.

1. **Rate the dimensions of the Policy Conversation on a scale of 1 (low) to 5 (high) by circling a number on the scale to the right of each factor.** (May not add up to 100% due to rounding.)

	low				*high*	
Pre-Conversation						
a) *Discussion Paper by Burt Perrin*	1	2	3	4	5	
	5%	-	28%	45%	22%	

- The French version is very well translated.

Setting The Context						
b) Opening Remarks, Review of Agenda, Introductory Exercise	1	2	3	4	5	
	-	-	28%	61%	11%	

- A bit long. Very formal, started things off in a somewhat intermediary mode.

The Past Tense (Mon. Afternoon)						
c) Presentation - NLS Activities in Research	1	2	3	4	5	
	5%	11%	28%	50%	5%	

- I rated this at 1 because Nova Scotia is absent from the research listing, yet extensive research has been carried out in a number of areas.
- Would have been better to have had time to review research summary before the presentation and then discuss it a bit.

d) Informal & Formal Conversations	1	2	3	4	5	N/C
	-	-	16%	72%	6%	6%

The Present Tense (Tues. Morning)						
e) Informal & Formal Conversations	1	2	3	4	5	
	-	-	6%	78%	16%	

The Future Tense (Tues. Afternoon)						
f) Informal & Formal Conversations	1	2	3	4	5	
	-	6%	17%	55%	22%	

The Future Tense (Wed. Morning)						
g) Informal & Formal Conversations	1 -	2 -	3 6%	4 55%	5 39%	
Facilitation						
h) The Facilitator - Carol MacLeod	1	2	3	4 50%	5 44%	N/C 6%

- Carol's role was nearly invisible -- given the design of the conversation that seemed entirely appropriate.
- Very skilled.
- I would have appreciated it if the facilitator spoke in French from time to time. She did a good job but I feel that at times she should have reminded participants to keep to the issue.

2. List two things that you liked most about the Policy Conversation.

- opportunity to think/learn/talk with colleagues from such diverse perspectives **(4)**
- the brains in the room and the thoughts they provoked/chance to reflect and hear a variety of view points **(5)**
- quality of participants **(3)**
- context and open forum, nature of things; ability to brainstorm in free-ranging manner **(3)**
- the people/the sharing **(2)**
- informal conversations **(2)**
- opportunity to meet "famous" literacy people and hearing their views **(2)**
- excellent facilitation and comfortable atmosphere **(2)**
- strong sense of shared mission and commitment - discussion evolved over the two days
- accommodations were comfortable
- location was fine
- timetable reasonable
- chance to think - good example of a mini-sabbatical to practitioners and others
- the debates
- development of a strategy which may challenge constraints of academy and of practice
- final plenary "coming together" of thoughts - Jim's summary
- able to make contacts to continue to develop support for literacy initiatives
- free expression and quality of content of NLS
- quality of information; richness of exchanges; the facilitators

- variety of participants; facilitators; location; language; issues
- no pressure to arrive at a consensus

3. List two things that you liked least about the Policy Conversation.

- felt group was divided along language lines **(2)**
- positioning/jockeying for position/speech making; the posturing **(2)**
- would have been preferable to have received the documentation on the research financed by the NLS in advance- the presentation would have been easier to do in a timely fashion
- format/setting a bit imposing/intimidating
- too much air time given to introduction and summary
- room temperature - ambivalent
- didn't meet everyone I wanted to
- didn't feel there was an open mind to some contributions that can be made by the academic community
- not sure interpretation was accurate
- changed timetable after booked flights - but can live with it
- a little too inclusive of grass roots literacy community - a more diverse group could have given the policy conversation a broader perspective in terms of defining future directions
- barriers created in formal session relating to the process, i.e., not really a conversation
- needed more time
- interruptions by people were too long
- culture(s) of group, at first, inhibited truly open discussion
- no heat in room
- the redundancy/repetition
- many points seemed to ramble
- formal/informal divide made it unclear whether important points needed to be repeated in the formal section to "count"
- more education and business voices were needed
- certain participants didn't have clear enough translation - lost a little precision in the translation and possibility of dialogue

4. Did the Policy Conversation meet its stated objectives?

Yes	*No*	*Somewhat*	*N/C*
89%	6%	6%	5%

5. Did the Policy Conversation meet your personal objectives and expectations?

Yes	*No*	*Somewhat*	*N/C*
89%	0%	11%	0%

6. Comments. The last word is yours.

- Thank you / Well done **(7)**
- Great example of what NLS can do better than any other agency - provide leadership in a deliberate way and bring diverse voices together to discover common ground.
- Thank you - one of the rare public administrations where we are considered partners not clients.
- Congratulations to the NLS for these initiatives. Thank you, research helps the practical side and the practical side helps research.
- Appreciated the exchange with such a variety of participants - expressions were very clear and enlightening . Hope this will translate into action.
- Would have liked more up-to-date handout literature.
- Discussion fascinating, but felt people weren't comfortable to speak from the heart until third morning . Conceptual ideas need to be surfaced and examined to move field forward.
- It will have been of value if an innovative strategy results.
- Will we get another kick at the cat regarding setting the agenda.
- I still wonder how I can interest my colleagues at the University to become engaged in literacy research.
- Thanks - keep and expand connections.
- Information was not carried back from small groups as well as it could have been.

APPENDIX

NATIONAL LITERACY SECRETARIAT

Research Projects

NATIONAL LITERACY SECRETARIAT RESEARCH PROJECTS/
SECRÉTARIAT NATIONAL À L'ALPHABÉTISATION PROJETS DE RECHERCHE

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NATIONAL LITERACY SECRETARIAT RESEARCH PROJECTS
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27 - 01 - 96

GENERAL/GÉNÉRAL - National Projects/Projets nationaux

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
88/89	CAPTIONED TELEVISION AND LITERACY: Applied research in a Canadian context into the appropriate applications of captioned television in literacy.	CANADIAN CAPTIONING DEVELOPMENT AGENCY INC. 409 King St. West 4th Floor Toronto, Ontario M5V 1K1 Tel.: 416-599-0229
88/89	RESEARCH SURVEY DEVELOPMENT: Development of a survey which was used to conduct a Yukon-wide adult literacy needs assessment.	YUKON LITERACY COUNCIL #2 - 4078 4th Avenue Whitehorse, Yukon Y1A 4K8 Tel.: 403-633-3227
88/89	DEAF ILLITERACY: A GENUINE EDUCATIONAL PUZZLE OR AN INSTRUMENT OF OPPRESSION? A critical review.	CANADIAN ASSOCIATION OF THE DEAF 271 Spadina Road Suite 311 Toronto, Ontario M5R 2V3 Tel.: 416-928-1350
88/89	DISCOVERING THE STRENGTH OF OUR VOICES: WOMEN AND LITERACY PROGRAMS A study and documentation of how gender affects women's access to, and experience of, literacy programs and how it affects the impact of literacy programs on women.	CANADIAN CONGRESS FOR LEARNING OPPORTUNITIES FOR WOMEN 47 Main Street Toronto, Ontario M4E 2V6 Tel.: 416-699-1909

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
88/89	LITERACY AND LABELS: A research project was conducted to evaluate the extent to which literacy literature, policy and programs address the needs of individuals with mental handicaps.	G. ALLEN ROEHER INSTITUTE Kinsmen Building York University 4700 Keele Street Downsview, Ontario M3J 1P3 Tel.: 416-661-9611
88/89	EN TOUTES LETTRES ET EN FRANCAIS: Le projet est une recherche action visé à étudier la situation des francophones analphabètes au Canada.	INSTITUTE CANADIEN D'EDUCATION DES ADULTES 506 est Ste-Catherine Suite 800 Montréal, Québec H2L 2C7 Tel.: 514-842-2766
88/89	THE IMPACT OF EMPLOYEE ILLITERACY ON CANADIAN BUSINESS: An assessment of the implications of literacy as a business issue through: survey of business followed by case studies to develop an analysis; round table discussion and promotion of results; publication and distribution of results.	CONFERENCE BOARD OF CANADA 255 Smythe Road Ottawa, Ontario K1H 8M7 Tel.: 613-526-3280

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
88/89	AN AGENDA FOR RESEARCH IN LITERACY: Phase II of a research project on the definition, measurement of, social organization of and policy options fro literacy.	CANADIAN ASSOCIATION FOR ADULT EDUCATION 29 Prince Arthur Avenue Toronto, Ontario M5R 1B2 Tel.: 416-964-0559
89/90	LET'S TALK: To develop background information on the needs, barriers and issues relevant to literacy learners, to be used for discussion purposes at a provincial conference.	ADULT LITERACY LEARNERS ON THE WAY 2028 Holden Corso Road Site D, C28 Nanaimo, British Columbia V9R 5K2 Tel.: 604-722-2008
89/90	"THE EDUCATION ENVIRONMENT FOR THE DEAF IN CANADA - PHASE I": To undertake a study of the educational environment as it relates to the level of literacy for deaf people in Eastern Canada.	CANADIAN ASSOCIATION FOR THE DEAF Suite 311 271 Spadina Road Toronto, Ontario M5R 2V3 Tel.: 416-928-1350
89/90	A COMPREHENSIVE LITERACY STRATEGY FOR ABORIGINAL PEOPLES: Research and development of a literacy strategy for Metis and non-status Indians.	GABRIEL DUMONT INSTITUTE OF NATIVE STUDIES 121 Broadway Avenue East Regina, Saskatchewan S4N 0Z6 Tel.: 306-522-5691

NATIONAL LITERACY SECRETARIAT RESEARCH PROJECTS
SECRÉTARIAT NATIONAL À L'ALPHABÉTISATION PROJETS DE RECHERCHE

GENERAL/GÉNÉRAL - National Projects/Projets nationaux

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
89/90	DEVELOPMENT OF A NATIONAL LITERACY ACTION PLAN FOR INDIAN COMMUNITIES: Six working groups and a steering committee will develop a literacy plan of action for Indian communities across Canada.	SASKATCHEWAN INDIAN INSTITUTE OF TECHNOLOGIES 201 Robin Crescent Saskatoon, Saskatchewan S7L 6M8 Tel.: 306-244-4444
89/90	YOUTH AND LITERACY PROJECT: An examination of the transitional process from early leaving to literacy program enrolment.	CANADIAN YOUTH FOUNDATION 2211 Riverside Drive Suite 11 Ottawa, Ontario K1H 7X5 Tel.: 613-731-2733
89/90	A NATIONAL LITERACY STRATEGY FOR SENIORS: To increase awareness in the gerontology and literacy communities about the specialized literacy needs of seniors and how they will be addressed.	ONE VOICE SENIORS NETWORK Suite 901 350 Sparks Street Ottawa, Ontario K1R 7S8 Tel.: 613-238-7624
89/90	UNDERSTANDING LITERACY IN CANADA: To make a theoretically based contribution to an understanding of action for literacy in Canada and to provide a basis for formulation and reform strategies.	CANADIAN ASSOCIATION FOR ADULT EDUCATION 29 Prince Arthur Avenue Toronto, Ontario M5R 1B2 Tel.: 416-964-0559

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
89/90	POVERTY AND ILLITERACY: A RESEARCH AND PUBLIC EDUCATION PROPOSAL Research project on the links between poverty and illiteracy.	NATIONAL ANTI-POVERTY ORGANIZATION 456 Rideau Street Ottawa, Ontario K1N 5Z4 Tel.: 613-234-3332
89/90	PATHS TO LITERACY AND ILLITERACY IN NEWFOUNDLAND: A research projet comprising five inter-related sub-studies investigating the causes of illiteracy and correlates of literacy in NewFoundland.	INSTITUTE FOR EDUCATIONAL RESEARCH AND DEVELOPMENT (MEMORIAL UNIVERSITY) Memorial University of NewFoundland St. John`s, NewFoundland A1B 3X8 Tel.: 709-737-8693
90/91	BUSINESS AND EDUCATION PARTNERSHIPS: Exploration and evaluation of models for co-operation between business and education to better prepare them for future social and economic conditions.	CENTRE FOR EDUCATIONAL RESEARCH AND INNOVATION 2 rue André Pascal 75775 Paris Cedex 16 France Tel.: 33-1-45.24.92.88
90/91	ETUDE DE CAS SUR L'ANALPHABETISME ET L'ALPHABETISATION AU CANADA: An in depth study of Literacy in Canada, to be published in a UNESCO document - ``Analphabétisme fonctionnel dans les pays industrialisés``.	UNIVERSITE DU QUEBEC A MONTREAL Service de la Recherche et de la Création Case Postale 8888, Succursale A Montréal, Québec H3C 3P8 Tel.: 514-987-4562

NATIONAL LITERACY SECRETARIAT RESEARCH PROJECTS
SECRÉTARIAT NATIONAL À L'ALPHABÉTISATION PROJETS DE RECHERCHE

GENERAL/GÉNÉRAL - National Projects/Projets nationaux

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
90/91	LITERACY ACTION: THE NON-LITERACY VOLUNTEER SECTOR Comprehensive research/activity strategy to support the continued involvement for the non-literacy voluntary sector as an integral partner in the government`s national literacy strategy.	CANADIAN COUNCIL ON SOCIAL DEVELOPMENT 55 Parkdale Avenue Ottawa, Ontario K1Y 4G1 Tel.: 613-728-1865
90/91	JOB COMMUNICATION PROJECT - SAWMILLS: The Council of Forest Industries of B.C. will oversee a study of the effects of illiteracy on sawmill operations in B.C. The study will examine the literacy levels of employees and focus on traditional vs. high-tech requirements.	COUNCIL OF FOREST INDUSTRIES OF BRITISH COLUMBIA 1200 - 555 Burrard Street Vancouver, B.C. V7X 1S7 Tel.; 604-684-0211
90/91	LITERACY RESEARCH IN OFF-RESERVE COMMUNITIES: Research to examine the need for literacy in the official languages in the context of Aboriginal language as mother-tongue, among native council of Canada constitutents.	NATIVE COUNCIL OF CANADA 384 Bank Street, 2nd Floor Ottawa, Ontario K2P 1Y4 Tel.: 613-238-3511
90/91	FAMILY SERVICE AGENCIES' CLIENT LITERACY NEEDS STUDY: A survey and analysis of the responses by family service agencies to the literacy requirements of their clients.	FAMILY SERVICE CANADA 55 Parkdale Avenue Ottawa, Ontario K1Y 4G1 Tel.: 613-728-2463

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
90/91	AN ACROSS - CANADA CONSULTATION ON LITERACY TRAINING AND TELEVISION: TVLS will undertake a national consultation with potential users, literacy experts, broadcasters and television producers to identify how adult literacy needs can be met by television.	TVLT - TELEVISION LANGUAGE TRAINING INC. P.O. Box 50,000 Ottawa, Ontario K1G 4B5 Tel.: 613-563-4363
90/91	LITERACY NEEDS OF PEOPLE WITH A DISABILITY: To assist Canada`s Independant Living Centres to identify and respond to the literacy training requirements of people with disabilities.	CANADIAN ASSOCIATION OF INDEPENDANT LIVING CENTRES 159 Kent Street Suite 905 Ottawa, Ontario K1P 5P4 Tel.: 613-563-2581
90/91	NATIONAL RESEARCH PROJECT ON WOMEN'S EXPERIENCE AND LITERACY PROGRAMS: Study and document different approaches to making literacy programs more responsive to women`s needs and the impact of such initiatives on male students, tutors, administrators and organizations.	CANADIAN CONGRESS FOR LEARNING OPPORTUNITIES FOR WOMEN 47 Main Street Toronto, Ontario M4E 2V6 Tel.: 416-699-1909

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
90/91	UNDERSTANDING LITERACY IN CANADA: Phase 3 of a study on literacy policies and levels and forms of programming activity in Canada.	CANADIAN ASSOCIATION FOR ADULT EDUCATION 29 Prince Arthur Avenue Toronto, Ontario M5R 1B2 Tel.: 416-964-0559
90/91	LITERACY AS A RURAL ISSUE: To respond to the new job demands of changing rural economics, the rural work force requires enhanced exposure to literacy training opportunities. A model for their provision across Canada will be developed.	CANADIAN AGRICULTURE AND RURAL RESTRUCTURING GROUP University School of Rural Planning and Development Johnston Hall, University of Guelph Guelph, Ontario N1G 2W1 Tel.: 519-824-4120 ext. 3637
90/91	ILLITERACY AND SOCIAL PARTICIPATION: OBSTACLES TO DEMOCRACY To research and document linkages between literacy, development, democratic participation and human rights by comparing and contrasting Canadian and Latin American experiences.	INTERNATIONAL CENTRE FOR HUMAN RIGHTS AND DEMOCRATIC DEVELOPMENT 63, rue de Brésoles Montréal, Québec H2y 1V7 Tel.: 514-283-6073

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
90/91	SENIORS LITERACY PROJECT: To develop a system for recruiting and training seniors as volunteer literacy tutors, and appropriately recruiting seniors as learners.	ONE VOICE NETWORK Suite 901 350 Sparks Street Ottawa, Ontario K1R 7S8 Tel.: 613-238-7624
90/91	LITERACY AND LEARNING DISABILITIES: To develop and implement screening protocols, practitioner training material and assessment methologies for use in literacy programming for people with learning disabilities.	LEARNING DISABILITIES ASSOCIATION OF CANADA Suite 200 323 Chapel Street Ottawa, Ontario K1N 7Z2 Tel.: 613-238-5721
91/92	L'ALPHABETISATION: UN PAS VERS L'INTEGRATION Faire une recherche action pour établir quels sont les besoins en matière d`alphabétisation de la communauté hispanophone de Montréal.	CARREFOUR LATINO-AMERICAIN (CLAM) 6837, St. Denis Montréal, Québec H2S 2S3 Tel.: 514-271-8207
91/92	WORKPLACE LITERACY MODEL FOR ALBERTA: The project in conjunction with Lethbridge Community College, will research and develop procedures and models for mounting workplace literacy projects in industries in Alberta.	KEYANO COLLEGE 8115 Franklin Avenue Fort Mcmurray, Alberta T9H 2H7 Tel.: 403-791-4800

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
91/92	WORKPLACE LITERACY MODEL FOR ALBERTA: The project, in conjunction with Keyano College, will research and develop procedures and models for mounting workplace literacy projects in industries in Alberta.	LETHBRIDGE COMMUNITY COLLEGE 3000 College Drive S. Lethbridge, Alberta T1K 1L6 Tel.: 403-320-3210
91/92	LITERACY AND DEAFNESS: To provide a critical review of relevant literature and technological reports, including monographs dealing with cultural factors, concluding with an assessment of future trends and options.	CANADIAN DEAFNESS RESEARCH AND TRAINING INSTITUTE Suite 311 4999, rue Ste. Catherine Ouest Westmount, Quebec H3Z 1T3 Tel.: 514-486-4296
91/92	PUBLIC HEALTH AND LITERACY - A NATIONAL DEMONSTRATION: Involving the major National Health organizations in a co-operative project to acquaint their membership with the implications of literacy limitations for the health of Canadians.	CANADIAN PUBLIC HEALTH ASSOCIATION Suite 400, 1565 Carling Avenue Ottawa, Ontario K1Z 8R1 Tel.: 613-725-3769
91/92	STRATEGIES FOR INCLUSIVE LITERACY EDUCATION: A research initiative to identify and describe strategies that literacy service providers can use to overcome the barriers to literacy faced by adults labelled mentally handicapped.	G. ALLAN ROEHER INSTITUTE Kinsmen Building, York University 4700 Keele Street Downsview, Ontario M3J 1P3 Tel.: 416-661-9611

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
91/92	LITERACY IN THE JUSTICE SECTOR: To determine how literacy training might be introduced at different stages in the criminal justice process.	JOHN HOWARD SOCIETY OF CANADA 55 Parkdale Avenue Ottawa, Ontario K1Y 1E5 Tel.: 613-728-1865
91/92	TACKLING COMPETITIVENESS HEAD-ON: OVERCOMING BASIC SKILLS DEFICITS IN THE WORKPLACE: Case studies will be prepared on ten workplace literacy projects from across the country. The findings will disseminated through a series of seminars in Toronto, Calgary and Montreal. The findings will also be distributed to the Conference Board membership.	CONFERENCE BOARD OF CANADA (THE) 255 Smyth Road Ottawa, Ontario K1H 8M7 Tel.: 613-526-3280
91/92	NATIONAL RESEARCH PROJECT ON WOMEN'S EXPERIENCE AND LITERACY PROGRAMS: Study and document different approaches to making literacy programs more responsive to women`s needs and the impact of such initiatives on male students, tutors, administrators and organizations.	CANADIAN CONGRESS FOR LEARNING OPPORTUNITIES FOR WOMEN 47 Main Street Toronto, Ontario M4E 2V6 Tel.: 416-699-1909

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
91/92	WHAT WORKS IN LITERACY: A qualitative evaluation of a literacy program to identify key factors for successful literacy education and to model evaluation for application to other programs.	LOWER MAINLAND SOCIETY FOP LITERACY AND EMPLOYMENT 9260 140th Street Surrey, British Columbia V3V 5Z4 Tel.: 604-584-5424
92/93	ALPHABETISATION DES AINES ET AINES FRANCOPHONES: Effectuer une recension des outils existants en alphabétisation au Canada pour les ainés du Canada.	FEDERATION CANADIENNE POUR L `ALPHABETISATION EN FRANCAIS INC. 1, rue Nicholas Pièce 1404 Ottawa, Ontario K1N 7B7 Tel.: 613-562-3000
92/93	GUIDE DE METHODOLOGIE GENERALE POUR L' ALPHABETISATION: Une démarche de recherche qu conduira à la production d' un guide de méthodologie générale en alphabétisation des adultes.	UNIVERSITE DU QUEBEC A MONTREAL C.P. 8888, succursale A Montréal, Québec H3C 3P8 Tel.: 514-987-7005

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
92/93	FIRST NATIONS LITERACY NEEDS ASSESSMENT: A survey will be assessed for relevancy to First Nations lifestyles and culture. Revisions will be made based on recommendations from First Nations adult educators and literacy survey specialists from Statistics Canada. The survey will entail person to person interviews.	NATIONAL INDIAN BROTHERHOOD 55 Murray Street 5th Floor Ottawa, Ontario K1N 5M3 Tel.: 613-236-0673
92/93	NATIONAL RESEARCH PROJECT ON WOMEN`S EXPERIENCE AND LITERACY: Study and document different approaches to making literacy programs more responsive to women`s needs and the impact of such initiatives on students, tutors, administrators and organizations.	CANADIAN CONGRESS FOR LEARNING OPPORTUNITIES FOR WOMEN 47 Main Street Toronto, Ontario M4E 2V6 Tel.: 416-699-1909
93/94	LITERACY DEMANDS MADE BY CANADIAN INSTITUTIONS: To implement a research model aimed at identifying organizations at risk of having conflicts in meeting the literacy requirements of its workforce.	ONTARIO INSTITUTE FOR STUDIES IN EDUCATION (OISE) 252 Bloor Street West Toronto, Ontario M5S 1V6 Tel.: 416-923-6641

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
93/94	LA MAIN DANS LA MAIN: PROJET DE PREVENTION DU DECROCHAGE SCOLARITION: En concertation avec les milieux scolaires, socio-culturels et populaires, l' organisme développera une approche globale axée sur la famille et sur l' enfant afin de prévenir l' analphabétisme et la sous-scolarition. Cinq activités sont prévues.	COLLECTIF DE RECHERCHE PEDAGOGIQUE INC. 1432, avenue des Pins Sillery, Québec G1S 4J5 Tel.: 418-653-4489
93/94	LITERACY PORTFOLIO DEVELOPMENT: AN ALTERNATIVE ASSESSMENT TECHNIQUE Partnerships in learning will survey the most current literature assessment portfolios, interview those using portfolios in community, workplace and institutional literacy programs, and develop a model that can be used across the country for assessing learners.	PARTNERSHIPS IN LEARNING University of Ottawa Faculty of Education 145 Jean Jacques Lussier Ottawa, Ontario K1N 6N5 Tel.: 613-564-5439
94/95	L'ALPHABETISATION POPULAIRE: LE POINT DE VUE DES PARTICIPANTIVES SUR LEUR APPRENTISSAGE: Publication d'un document faisant état des résultats d'une recherche participative (avec les apprenants et apprenantes) sur le développement de l'alphabétisation populaire au Québec ainsi que de la démarche retenue pour effectuer la dite recherche.	REGROUPEMENT DES GROUPES POPULAIRES EN ALPHABETISATION DU QUEBEC 5040, Saint-Laurent #1 Montréal, Québec H2T 1R7 Tel.: 514-277-9976

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
94/95	STRENGHTENING CONNECTIONS BETWEEN ADULT LITERACY EDUCATION AND THE ACHIEVEMENT OF STUDENT DEFINED GOALS OF EMPLOYMENT OR FURTHER EDUCATION: The project will use comparative case study analysis in extensive interviews with adult literacy students at two stages in their program.	SCHOOL DISTRICT 56 (NECHAKO) P.O. Box 129 Vanderhoof, British Columbia V0J 3A0 Tel.: 604-567-2284
94/95	ETUDE DE FAISABILITE POUR L' ETABLISSEMENT D' UN SERVEUR TELEMATIQUE POUR LES INTERVENANTS FRANCOPHONES DU QUEBEC ET DE L'ONTARIO: Etudier la faisabilité de mettre en place un outil de communication informatique, qui puisse etre animé de la base sous forme d' un chantier télématique, ayant pour but d'échanger diférentes informations pertinentes à l'accomplissement des tâches des agents/agentes en alphabétisation des adultes en Ontario Francophone et au Québec Francophone.	CONSEIL ONTARIEN DE FORMATION ET D' ADAPTION DE LA MAIN-D`OEUVRE (COFAM) COFAM, Direction de l`Alphabétisation 625, rue Church, 3e étage Toronto, Ontario M4E 2Y8 Tel.: 416-326-5883

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
94/95	LA MAIN DANS LA MAIN: PROJET DE PREVENTION DU DECROCHAGE SCOLAIRE SELON UNE APPROCHE INTEGREE: En concertation avec les milieux scolaires, socio-culturels et populaires, l,organisme développera une approche globale axée sur la famille et sur l'enfant afin de prévenir l,analphabétisme et la sous-scolarition. Cinq activités sont prévues.	COLLECTIF DE RECHERCHE PEDAGOGIQUE INC. 1432, avenue des Pins Sillery, Québec G1S 4J5 Tel.: 418-682-0262
94/95	RELATIONSHIPS BETWEEN LITERACY AND DISABILITY: A NATIONAL REVIEW The research will follow three lines of inquiry: a) provisions of a demographic profile of Canadians with disabilities who have limited literacy skills and who face communication barriers; b) examination of incentives and disincentives within existing policies and arrangements covering the provision of literacy training opportunities to people with disabilities; and, c) development of new options fro ensuring people with disabilities can communicate and be understood in the mainstream.	INSTITUT ROEHER INSTITUTE Kinsmen Building York University 4700 Keele Street North York, Ontario M3J 1P3 Tel.: 416-661-9611

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
94/95	INTERNATIONAL AWARD FOR LITERACY RESEARCH, LITERACY STRATEGIES: This proposal is for three projects; 1) The 3rd International Award for literacy Research, to be granted in 1996, will promote high quality research and will allow for information sharing to policy-makers and practitioners and for ongoing improvement of literacy programs; 2) The Literacy Strategies in Industrial Areas will result in the publication of ALPHA 96, a research publication on "Literacy and the World of Work" and the implementation of researcher/practitioner workshops. The Literacy Exchange Workshop, will facilitate international contacts and cooperation between researchers and practitioners.	UNESCO INSTITUTE FOR EDUCATION Feldbrunnenstrasse 58 D-2000, Postfach 10 23 Hamburg 13 Germany Tel.: 011-49-4044-8041

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
89/90	RESEARCH: RETENTION IN LITERACY PROGRAMS & THE RELUCTANT LITERACY LEARNER: To investigate reasons why learners leave literacy programs and what barriers prevent potential learners from joining literacy programs.	CENTRE FOR CURRICULUM AND PROFESSIONAL DEVELOPMENT 5th Floor 1483 Douglas Street Victoria, British Columbia V8W 3K4 Tel.: 604-387-6065
89/90	LITERACY EDUCATION AND THE MENTALLY DISABLED: Research of literacy education strategies dealing with the mentally disordered in an institutional setting and publication of a handbook.	EDMONTON PUBLIC SCHOOL INSTITUTIONAL SERVICES HIGHWOOD SCHOOL P.O. Box 307 Building #1 Edmonton, Alberta T5J 2J7 Tel.: 403-472-5294
90/91	REACHING OUT - A COMMUNITY LITERACY OUTREACH PROGRAM: Research, design and implement a program model which will serve the needs of hard-to-reach clientele.	OKANAGAN COLLEGE 2690 Okanagan South East Box 189 Salmon Arm, B.C. V1E 4N3 Tel.: 604-832-2126
91/92	LITERACY COMMUNICATION AND RESEARCH PROJECT: To research and test literacy initiatives that would serve a resource based on community experiencing a mine closure and technological change in other industries.	NORTHWEST COMMUNITY COLLEGE 5331 McConnell Avenue Terrace, British Columbia V8G 4C2 Tel.: 604-635-6511

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
92/93	IMPACT OF LITERACY EDUCATION ON THE LIVES OF FORMER LITERACY STUDENTS: In partnership with the Adult Basic education of B.C., the college will develop a research to interview former students who have attended a literacy program within the last 10 years, to determine the impact that literacy training had on the students` lives.	NORTHWEST COMMUNITY COLLEGE TERRACE CAMPUS & ADULT BASIC EDUCATION OF B.C. 5331 McConnell Avenue Terrace, British Columbia V8G 4C2 Tel.: 604-635-6511
92/93	INTERGENERATIONAL FAMILY LITERACY: In partnership with Fraser Valley College, North Shore Community Services, Neighbourhood House, the Squamish Indian Bank, Fraser Valley East Literacy Association, Chilliwack Community Services and School District, Capilano College will research family literacy models.	CAPILANO COLLEGE & NORTH SHORE COMMUNITY SERVICES 2055 Purcell Way North Vancouver, B.C. V7J 3H5 Tel.: 604-984-4988
93/94	LITERACY & CONSUMERISM - AN INQUIRY: In cooperation with School District 3 and 5 grocery store chains, the college will conduct an inquiry into the difficulties low literacy shoppers have with printed material in grocery stores, for example: labels, signs and comparison shopping.	EAST KOOTENAY COMMUNITY COLLEGE & SCHOOL DISTRICT 3 & 5 Box 8500 Cranbrook, British Columbia V1C 5L7 Tel.: 604-489-2751

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
93/94	ASSESSMENT RESEARCH IN LITERACY/FUNDAMENTAL ABE IN B.C.: The college and ABEABC will conduct research into literacy assessment tools. A literature review covering N. America and possibly beyond will be combined with a survey of b.c. literacy/ABE programs to determine a range of student assessment practices.	MALASPINA UNIVERSITY COLLEGE COWICHAN CAMPUS & ABEABC 900 Fifth Street Nanaimo, British Columbia V9R 5N5 Tel.: 604-753-3245
93/94	NONFORMAL/POPULAR EDUCATION AND LITERACY DEVELOPMENT: Nonformal/Popular Education: The College will undertake participatory research into NFPE (i.e., community-based, learner-centred) programs in an urban and a rural b.c. site. A compendium with recommendations for advancing literacy within NFPE situations will be published.	DOUGLAS COLLEGE P.O. Box 2503 700 Royal Avenue New Westminster, British Columbia V3L 5B2 Tel.: 604-527-5385

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
90/91	THE LITERACY CURRICULUM IN CANADA IN THE 1900'S: To explore social, economic and cultural influences that will or should shape the literacy curriculum in Canada in the last decade of the 20th century. Proceedings of the conference will be distributed to literacy policy and program planners.	UNIVERSITY OF LETHBRIDGE Language Art Centre 4401 University Drive Lethbridge, Alberta T1K 3M4 Tel.: 403-329-2022
90/91	A LITERACY PROGRAM FOR ADULTS WITH MENTAL HANDICAPS: To assess and evaluate methods for effectively teaching literacy and numeracy skills to 20 adults with mental handicaps. To develop specialized training modules for 20 volunteers tutors. To produce a manual based on the project`s research and finding.	PROSPECTS ADULT LITERACY PROGRAM 10733 - 101 Street Edmonton, Alberta T5H 2S4 Tel.: 403-430-6531
91/92	SCRIBE PROJECT: A research project to determine applicability of scribe service to encourage and attract adult participation in existing literacy programs.	RED DEER COLLEGE VOLUNTEER TUTOR BANK Red Deer College Box 5005 Red Deer, Alberta T4N 5H5 Tel.: 403-342-3235

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
88/89	WOMEN WITH SPECIAL NEEDS: ILLITERACY AND THE ABUSED WOMAN Project 1: Research into the relationship between abuse and illiteracy in women and the design of a literacy program aimed at meeting their needs and problems. Project 2: Implements and evaluates a literacy program aimed at inmates.	PRAIRIE WEST REGIONAL COLLEGE Box 700 Biggar, Saskatchewan S0K 0M0 Tel.: 306-948-3363
92/93	SURVEY: LITERACY NEEDS ASSESSMENT OF DEAF AND HARD OF HEARING ADULTS IN SOUTHERN SASKATCHEWAN: Survey to determine the literacy needs of deaf and hard-of-hearing adults in southern Saskatchewan in order to determine the type of programming needed to assist them with literacy training. Once obtained, this information will be shared with all organizations.	SASKATCHEWAN INSTITUTE OF APPLIED SCIENCE AND TECHNOLOGIE P.O. Box 556 Regina, Saskatchewan S4P 3A3 Tel.: 306-787-1360

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
89/90	RESEARCH PROJECT - LITERACY CONNECTIONS: A research project to explore the benefits to the learner of linkages between community-based and institution-based literacy programming.	RED RIVER COMMUNITY COLLEGE/DEVELOPMENTAL EDUCATION Building C 707, 2055 Notre Dame Avenue Winnipeg, Manitoba R3H 0J9 Tel.: 204-632-2360
91/92	COMPUTERS AS AN ALTERNATIVE TEACHING METHOD FOR LEARNING DISABLED ADULTS: A project to assess the effectiveness of computer-directed programs in increasing the literacy level of learning disabled adults.	LEARNING DISABILITIES ASSOCIATION OF MANITOBA 301 - 960 Portage Avenue Winnipeg, Manitoba R3G 0R4 Tel.: 204-774-1821
94/95	INTEGRATED CLIENT-BASE FEASIBILITY STUDY - PHASE II: Applying the research methodology in Phase I, Brandon Literacy Council will conduct Phase 2 of the study to determine the effectiveness of integrating individuals with disabilities into community-based and mainstream literacy programs.	BRANDON LITERACY COUNCIL INC. 138 Madison Crescent Brandon, Manitoba R7A 2H1 Tel.: 204-725-3292

NATIONAL LITERACY SECRETARIAT RESEARCH PROJECTS
SECRÉTARIAT NATIONAL À L'ALPHABÉTISATION PROJETS DE RECHERCHE

GENERAL/GÉNÉRAL - Ontario

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
89/90	L'ANALPHABETISME ET LES JEUNES FRANCO-ONTARIENS: La Faculté des Sciences Sociales de l' Université d' Ottawa a l' intention de faire une étude du phénomène de l' analphabétisme chez les jeunes franco-ontariens de 16 à 25 ans.	UNIVERSITE D' OTTAWA Service de la Recherche 115, rue Séraphin-Marion Ottawa, Ontario K1N 6N5 Tel.: 613-564-4290
90/91	LITERACY AND RESEARCH: To develop tools for program based research in literacy.	PROGRAM BASED RESEARCH SPECIAL INTEREST GROUP 365 Bloor Street East Toronto, Ontario M4W 3M7 Tel.: 416-963-5787
91/92	WORKPLACE LITERACY FOR DEAF PEOPLE: To research ways for deaf people to improve their literacy skills in the workplace and evaluate effectiveness of several models.	CAPITAL REGION CENTRE FOR THE HEARING IMPAIRED 310 Elmgrove Avenue Ottawa, Ontario K1Z 6V1 Tel.: 613-236-8391
91/92	LITERACY TRAINING FOR OFFENDER TRANSITION CENTRE: To research and develop a report for the field, recommending a practical and productive method of offender-oriented literacy program delivery in short-term, continuous entry/exit situation.	RED LAKE ADULT ENGLISH EDUCATION CENTRE INC. 230 Howey Street P.O. Box 505 Red Lake, Ontario P0V 2M0 Tel.: 807-727-3207

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
91/92	PUBLISHING FOR THE DEAF AUDIENCE: A project involving applied research into how best information can be provided to deaf learners at a level the student can use while also assisting in improving his/her literacy skills.	CANADIAN ASSOCIATION OF THE DEAF 205 - 2435 Holly Lane Ottawa, Ontario K1V 7P2 Tel.: 613-526-4785
93/94	FAMILY LITERACY PROJECT: To research approaches and materials which foster development of literacy skills in families with a deaf or hard of hearing member.	CAPITAL REGION CENTRE FOR THE HEARING IMPAIRED 310 Elmgrove Avenue Ottawa, Ontario K1Z 6V1 Tel.: 613-729-1467
93/94	A LA RECHERCHE DE DONNEES POUR CIBLER NOS INTERVENTIONS EN ALPHABETISATION: Une étude de faisabilité évaluant comment les francophones hors-Québec pourraient etre inclus dans l'enquete longitudinale nationale sur les enfants et l'enquete sur les capacités de lecture, d'écriture et de calcul de la population Canadienne.	FEDERATION CANADIENNE POUR L'ALPHABETISATION EN FRANCAIS 235, chemin Montréal Vanier, Ontario K1L 6C7 Tel.: 613-749-5333

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
94/95	ACCREDITATION AND RECOGNITION OF LEARNING: This a project to research and develop a common evaluation, documentation and accreditation of adult learners in literacy programs.	OTTAWA BOARD OF EDUCATION 330 Gilmour Street Ottawa, Ontario K2P 0P9 Tel.: 613-239-2656
94/95	FRANCO-ONTARIAN LITERACY SURVEY: Following on the Federal Government's commitment to the Provinces/Territories to support initiatives related to the International Adult Literacy Survey, the Ontario Training and Adjustment Board (OTAB) will collaborate with Statistics Canada on a survey to determine literacy levels among Franco-Ontarians. The resulting information will be available in 1996, and will be used in decision making around policy and program development within OTAB and within the literacy field.	ONTARIO TRAINING AND ADJUSTMENT BOARD Literacy Section Learning and Employment Preparation Branch 625 Church Street, 3rd Floor Toronto, Ontario M4Y 2E8 Tel.: 416-326-5481

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
88/89	LES MECANISMES D' ACCESSIBILITE A LA FORMATION DE BASE EN MILIEU DE TRAVAIL: Projet de recherche portant sur l'accès à l'alphabétisation en milieu de travail et pendant le temps de travail.	INSTITUTE DE RECHERCHE APPLIQUES SUR LE TRAVAIL 1259 rue Berri, #900 Montréal, Québec H2L 4C7 Tel.: 514-845-9165
89/90	PROJET NOVATEUR DE RECHERCHE CONCERTEE EN SENSIBILISATION: Recherche sur les différentes stratégies de sensibilisation des réseaux des groupes populaire et des commissions scolaires.	(LA) PORTE OUVERTE INC. 439, boul. du Séminaire Nord St-Jean-sur Richelieu, Québec J3B 5L4 Tel.: 514-347-6827
89/90	PROMOTION-ALPHA: Sensibilisation des entreprises, des syndicats et des autres organisations liées au monde du travail. Recherche sur l'alphabétisation en milieu de travail.	COLLECTIF D'ALPHABETISATION DES TRAVAILLEURS (LE) (LA MAISON) 412 - rue Minto Suite 1 Sherbrooke, Québec J1H 1T6 Tel.: 819-569-0022
89/90	RECHERCHE SUR LES METHODES DE PREVENTION DE L'ANALPHABETISME: Recherche menée dans le but de comprendre le phénomène de l' analphabétisme chez les jeunes scolarisés et d, intervenir auprès de cette clientèle scolaire . Cette démarche a pour but d' éviter que l' analphabétisme se perpétue dans la nouvelle génération.	CENTRALE DE L' ENSEIGNEMENT DU QUEBEC 2336, Chemin Sainte-Foy C.P. 5800 Sainte-Foy, Québec G1V 4E5 Tel.: 418-658-5711

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
90/91	RECHERCHE SUR LES MATHEMATIQUES ET L'UTILISATION DU MICRO-ORDINATEUR: Faire état du matériel existant en informatique (McIntosh) au sujet des mathématiques. Expérimenter certains logiciels afin d'analyser leur pertinence. Produire un rapport présentant les logiciels expérimentes ainsi que les paramètres d'un plan d'intervention en mathématique.	CENTRE DE LECTURE ET D'ECRITURE 3684, rue Mentana Montréal, Québec H2L 3R3 Tel.: 514-527-9097
90/91	RECHERCHE-ACTION SUR L'ALPHABETISATION AUPRES DE LA COMMUNAUTE HAITIENNE DE COTE DES NEIGES: Concevoir et expérimenter un programme d'alphabétisation tenant compte de l'intégration de la recherche et des démarches pratiques d'éducation populaire aussi bien que de la participation active des apprenants et apprenantes.	COLLECTIF DE RECHERCHES ET D'INTERVENTION KISKEYA 7115, chemin Cote-des-Neiges, app. 1 Montréal, Québec H3R 2M2 Tel.: 514-735-8867
90/91	PROJET NOVATEUR DE RECHERCHE CONCERTEE EN SENSIBILISATION (PHASE II): Bonifier et adapter les modèles de sensibilisation.	PORTE OUVERTE INC. 439, boulévard du Séminaire Nord St-Jean-Sur-Richelieu, Québec J3B 5L4 Tel.: 514-349-6827

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
91/92	L'ALPHABETISATION DES PERSONNES AGEES: Recherche expériementale destinée à valider un instrument de détection des difficulté d`éducation de base, y compris l`analphabétisme, chez les personnes agées.	ASSOCIATION DES RETRAITES(ÉES) DE L `ENSEIGNEMENT DU QUÉBEC 1170, boul. Lebourgneuf Bureau 302 Québec, Québec G2K 2G1 Tel.: 418-627-8888
92/93	RECHERCHE SUR L' ANALPHABETISME EN MILIEU DE TRAVAIL (REGION NICOLETAINE): Faire une recherche sur l' analphabétisatisme en milieu de travail de la région nicolétaine.	ALPHA-NICOLET INC (SERVICE D' EDUCATION POPULAIRE) C.P. 2550 160 Frère-Dominique Nicolet, Québec J0G 1E0 Tel.: 819-293-5745
92/93	LES INDOCHINOIS ET L'ALPHABETISATION: Faire une étude des besoins en alphabétisation des indochinois à Montréal.	SERVICE D' INTERPRETE ET D' AIDE AUX REFUGIES INDOCHINOIS 4661 Van Horne, Suite 3 Montreal, Quebec H3W 1H8 Tel.: 514-738-4763

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
88/89	WORKPLACE LITERACY: Province-wide research was conducted into the nature and extent of illiteracy in New Brunswick, review of existing literature on workplace literacy and an appropriate inhouse consultation was set up to study the complexity of the issue.	NEW BRUNSWICK COLLEGE OF WOODSTOCK P.O. Box 1175 100 Broadway Street Woodstock, New Brunswick E0J 2B0 Tel.: 506-328-9386

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
90/91	IMPACT OF ABE ON THE SELF-ESTEEM OF THE UNDEREDUCATED YOUNG ADULT: To examine the enhancement of self-concept and self-esteem of participants in an Adult Basic Education Program.	AVALON COMMUNITY COLLEGE P.O. Box 800 Carbonear, Newfoundland A0A 1T0 Tel.: 709-738-2152
93/94	VOICES OF EXPERIENCE: To research the reasons for which adult literacy students leave their programs before completion and develop learning materials that would anticipate and help address those reasons before the student felt compelled to `drop-out`.	CENTRAL NEWFOUNDLAND REGIONAL COLLEGE Box 745 Grand Falls, Newfoundland A2A 2M4 Tel.: 709-489-5351

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
94/95	RESEARCH/DEVELOPMENT OF LITERACY PROGRAM/MATERIALS SUITED TO LITERACY TRAINING: To research literacy issues on fogo island, in particular why TAGS recipients are reluctant to enter level one literacy programs; and to develop a plan of action for outreach activities and alternate approaches to program literacy training.	FOGO ISLAND LITERACY ASSOCIATION Box 208 Fogo, Newfoundland A0G 2B0 Tel.: 709-266-2383
94/95	RESEARCH: To research literacy issues in the south west coast area of NewFoundland, especially in reference to the needs of TAGS recipients; and to develop a plan of action for outreach activities and alternate approaches to literacy training.	SOUTH WEST COAST DEVELOPMENT ASSOCIATION Box 1120 Port aux Basques, Newfoundland A0M 1C0 Tel.: 709-695-7411

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
89/90	CAEFS LITERACY PROJECT: Needs assessment and strategic planning in reference to literacy issues for women in conflict with the Law.	CANADIAN ASSOCIATION OF ELIZABETH FRY SOCIETIES 600 - 251 Bank Street Ottawa, Ontario K2P 1X3 Tel.: 613-238-2422
90/91	LITERACY NEEDS ASSESSMENT OF CANADIAN HEALTH CARE WORKERS: To undertake a needs assessment among health care workers that will identify barriers in the workplace resulting from literacy and numeracy issues and determine the desired direction to follow in order to validate and create a new literacy model for function context training in the health care industry.	CANADIAN HEALTH CARE GUILD #200, 17410 - 107 Avenue Edmonton, Alberta T5S 1E9 Tel.: 403-483-8126
90/91	LITERACY PROJECT: To conduct a provincial literacy need assessment for Metis people in Alberta.	METIS NATION OF ALBERTA ASSOCIATION #123, 12520 St. Albert Trail Edmonton, Alberta T5L 4H4 Tel.: 403-455-2200

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
91/92	YUKON RURAL LITERACY DEVELOPMENT: To do literacy needs assessment in 4 small Yukon centres and to develop learning materials appropriate for Yukon adults, Aboriginal and non-Aboriginal.	YUKON LITERACY COUNCIL 206 A Hanson Street Whitehorse, Yukon Y1A 1Y4 Tel.: 403-668-6280
92/93	INTEGRATION OF LITERACY INTO EXISTING TRAINING PROGRAMS: The group will identify the literacy needs within the various programs operated by the Canadian Trucking Association, work with trainers to identify areas of concern and consult with schools and trucking companies to review literacy needs.	CANADIAN TRUCKING RESEARCH INSTITUTE 130 Albert Street Suite 300 Ottawa, Ontario K1P 5G4 Tel.: 613-236-9426

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
94/95	LITERACY - ORGANIZATIONAL NEEDS ASSESSMENT: While there have been many labour-based literacy programs initiated over the past eight years, the Canadian Labour Congress has never had the opportunity to look at itself as an organization and assess its own literacy needs. Nor has the Congress had the opportunity to consolidate its experiences in the field in order to establish national policy for the labour movement. The project will conduct an organizational needs assessment to guide future activity.	CANADIAN LABOUR CONGRESS 2841 Riverside Drive Ottawa, Ontario K1V 8X7 Tel.: 613-521-3400

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
91/92	ALPHA-DOWNTOWN EAST SIDE: Effecteur une recherche-action, identifier les francophones du Downtown East Side et cerner leurs besoins au niveau de l`alphabétisation.	CENTRE CULTUREL FRANCOPHONE DE VANCOUVER 1551, 7e Avenue Ouest Vancouver, C.-B. V6J 1S1 Tel.: 604-736-9806
92/93	AGASSIZ - HARRISON LITERACY SURVEY: Fraser Valley University, in conjunction with Agassiz - Harrison Community Services and the Agassiz - Harrison literacy Group, propose to survey the literacy needs of the Agassiz - Harrison area and develop a plan of action that provides guidance.	UNIVERSITY COLLEGE OF THE FRASER VALLEY & AGASSIZ - HARRISON COMMUNITY SERVICES 33844 King Road R.R. #2 Abbotsford, British Columbia V2S 4N2 Tel.: 604-853-7441
92/93	ELDERS SPEAK TO ELDERS: In partnership with Cariboo College, the band will assess the (English) literacy needs of elders through interviews. Contact will be established with elders to recruit literacy volunteer tutors. A training program for the volunteers will be developed.	NESKONLITH INDIAN BAND & CARIBOO COLLEGE P.O. Box 608 Chase, British Columbia V0E 1M0 Tel.: 604-679-3295

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
92/93	``LA CONNAISSANCE DU MILIEU: AU COEUR DE L`ALPHABÉTISATION``: EDUCACENTRE et le collège vont réaliser une étude du milieu francophone provincial qui aura comme but de connaître la population analphabète francophone de la Colombie-Britannique afin de pouvoir élaborer une stratégie de recrutement et d`intervention.	VANCOUVER COMMUNITY COLLEGE & EDUCACENTRE 1555 East Broadway Vancouver, British Columbia V5T 4N3 Tel.: 604-871-7008
92/93	COMMUNITY LITERACY ASSESSMENT PROGRAM: A research and development project will be undertaken in 3 northern communities. Literacy activities delivery systems and needs will be documented. A service and learner network will be established and a literacy delivery model will be developed for each community.	NORTHERN LIGHTS COLLEGE 11401 - 8 Street Dawson Creek, British Columbia V1G 4G2 Tel.: 604-774-2741
93/94	SAWMILL WORKPLACE LITERACY PROGRAM: In partnership with Fort St. John Literacy Society, CANFOR Educational Committee and local 400 CEP the college will conduct and publish a literacy audit of the mill to determine the demands on the workers. They will also start a workplace program.	NORTHERN LIGHTS COLLEGE & FORT ST. JOHN LITERACY SOCIETY Box 1000 Fort St. John, British Columbia V1J 6K1 Tel.: 604-774-2741

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
93/94	YOUNG ADULTS LITERACY NEEDS ASSESSMENT; The College and Project Literacy Victoria will assess the barriers to young adult`s (18-25) participation in local literacy programs and develop guidelines for community groups to reach out to this group of potential learners. A one-day forum will be held for community groups.	CAMOSUN COLLEGE & PROJECT LITERACY VICTORIA 3100 Foul Bay Road Victoria, British Columbia V8P 4X8 Tel.: 604-370-3170
94/95	LITERACY OUTREACH PROJECT: The Saanich Indian School Board in partnership with Camosun College will initiate a project to complete a needs assessment of literacy programs offered by the SISB Adult Education Centre.	SAANICH INDIAN SCHOOL BOARD & CAMOSUN COLLEGE 7449 West Saanich Road Brentwood Bay, British Columbia V0S 1A0 Tel.: 604-652-4212

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
94/95	SLOCAN LAKE AREA ABE NEEDS ASSESSMENT: In partnership with the Slocan Employment and Education Committee, the college will create a Project Advisory Committee and hire a professional research team to undertake an ABE needs assessment in New Denver, B.C., and area.	SELKIRK COLLEGE & THE SLOCAN EMPLOYMENT AND EDUCATION COMMITTEE Box 1200 301 Frank Beinder Way Castlegar, British Columbia V1N 3J1 Tel.: 604-365-7292

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
94/95	LITERACY RESEARCH AND PROGRAM DEVELOPMENT: In partnership with the Nechaka Literacy Society and School District 56, the college will research the literacy needs of the community with a goal to improving services. The project will work closely with social agencies in the community including the RCMP, MSS, HRD.	COLLEGE OF NEW CALEDONIA VANDERHOOF & NECHAKA LITERACY SOCIETY 3231 Hospital Road Vanderhoof, British Columbia V0J 3A0 Tel.: 604-567-9291

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
89/90	PROJET D'ALPHABETISATION FRANCOPHONE AU YUKON: ETUDE DE MILIEU ET ANALYSE DE BESOIN Ce projet consistera en une étude du milieu complétée par un analyse de besoins soutenues par un compagne de sensibilisation. A partie des information recueillies dans cette première étape. Un plan d'intervention approprié à la réalité de la population cible pourra être élaboré.	ASSOCIATION DES FRANCO-YUKONNAIS C.P. 5205 Whitehorse, Yukon Y1A 4Z1 Tel.: 403-668-2663
91/92	ASSESSMENT OF YUKON COMPUTER ASSISTED LITERACY PROGRAMMING NEEDS AND OPTIONS: To assess the Yukon computer assisted literacy programming needs and options and make recommendations for alternatives.	YUKON COLLEGE Box 2799 College Road Whitehorse, Yukon Y1A 5K4 Tel.: 403-668-8704
93/94	COMMUNITY ACCESS TO LITERACY: In partnership with the Little Salmon Carmacks First Nation Band, the council will undertake an action-research project in the community of Carmacks. The research will identify the literacy needs and barriers and also serve as a model for other communities.	YUKON LITERACY COUNCIL 308 A Hanson Street Whitehorse, Yukon Y1A 1Y6 Tel.: 403-668-6280

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
91/92	ETUDE DE MILIEU: Identifier les besoins en formation de la population francophone analphabéte des territoire du Nord-Ouest et les niveaux d`alphabètisation.	FEDERATION FRANCO-TENOISE C.P. 1325 Yellowknife, N.W.T. X1A 2N9 Tel.: 403-920-2919

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
92/93	A HANDS-ON LITERACY TRAINING PROGRAM FOR SHELTERED WORKSHOPS: The organization will work with Parkland College to prepare and conduct a needs assessment survey of sheltered workshops in order to develop a comprehensive workshop literacy package for the workshops.	MELVILLE SOCIETY FOR AID TO THE HANDICAPPED Box 2318 799 - 1st Avenue, East Melville, Saskatchewan S0A 2P0 Tel.: 306-728-4363
92/93	LITERACY AND NEEDS ASSESSMENT FOR SASKATOON: To conduct a literacy needs assessment for Saskatoon as a basis for determining future programming directions. Specific populations targetted will include seniors, aboriginals, persons with mental and physical disabilities, teen parents, youth "at risk".	READ SASKATOON P.O. Box 7888 Saskatoon, Saskatchewan S7K 4R6 Tel.: 306-652-5448
94/95	ADDRESSING THE VOCATIONAL NEEDS OF SPECIAL NEEDS ADULTS: In partnership with the Saskatchewan Abilities Council - Yorkton Branch, the college will identify the vocational and numeracy needs of special needs adults.	PARKLAND REGIONAL COLLEGE P.O. Box 790 Melville, Saskatchewan S0A 2P0 Tel.: 306-728-4471

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
94/95	A LITERACY NEEDS ASSESSMENT FOR SPECIAL NEEDS LEARNERS: In partnership with the Healing Lodge and the Nekaneet Band, the college will research what basic literacy needs exist and what literacy materials would best suit the mentally disabled.	CUMBERLAND REGIONAL COLLEGE P.O. Box 2225 Nipawin, Saskatchewan S0E 1E0 Tel.: 306-862-9833
94/95	YOUTH IN TRANSITION PROJECT: In partnership with the Regional Public Library, the Centre will identify and qualify the literacy needs of inner city youth (+16), provide a range of literacy services and work towards integrating low literacy youth into the agency's skill and development program.	RAINBOW YOUTH CENTRE INC. 2338 Dewdney Avenue Regina, Saskatchewan S4R 1H5 Tel.: 306-757-9743

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
90/91	THE ADULT LEARNER - LEARNING DISABILITIES AND LITERACY: To research the need for diagnosis/remedial support for adults with learning disabilities.	LEARNING DISABILITIES ASSOCIATION OF MANITOBA 301 - 960 Portage Avenue Winnipeg, Manitoba R3G 0R4 Tel.: 204-774-1821
91/92	NEEDS SURVEY: Identification of Aboriginal and non-Aboriginal adults with learning disabilities who are functionally illiterate and adaption of literacy screening and teaching instruments for use with Aboriginal populations.	LEARNING DISABILITIES ASSOCIATION OF MANITOBA 301 - 960 Portage Avenue Winnipeg, Manitoba R3G 0R4 Tel.: 204-774-1821
92/93	NEEDS SURVEY: This project represents Phase II of the Learning Disabled Association of Manitoba's project begun in 1991/92 fiscal year to undertake a survey of the literacy needs of Aboriginal and non-Aboriginal adults with learning disabilities.	LEARNING DISABILITIES ASSOCIATION OF MANITOBA 301 - 960 Portage Avenue Winnipeg, Manitoba R3G 0R4 Tel.: 204-774-1821

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
94/95	LITERACY NEEDS ASSESSMENT: Conduct a literacy needs assessment to identify low-literacy program needs for Long Plain. To identify literacy needs and aspirations for developing a community-based, student-centered educational program in Long Plain.	LONG PLAIN EDUCATION AUTHORITY General Delivery Edwin, Manitoba R0H 0G0 Tel.: 204-252-2326
94/95	ASSESSMENT OF ADULT LEARNER NEEDS AND BASIC EDUCATION NEEDS: To develop a needs assessment of short, medium and long-term training and development needs of adult learners and expected training required for potential employment opportunities in the public and private sectors. The assessment outcomes will result in effective planning.	PEMBINA VALLEY LANGUAGE/EDUCATION FOR ADULTS Box 569 Winkler, Manitoba R6W 4A7 Tel.: 204-324-6645

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
89/90	ETUDE DE MILIEU: Faire étude du milieu et de besoins en alphabétisation pour la région d' Orléans.	MOUVEMENT D' IMPLICATION FRANCOPHONE D' ORLEANS 6600, rue Carrière Orléans, Ontario K1C 1J4 Tel.: 613-824-8533
90/91	TENANT NEEDS ASSESSMENT: A tenant needs assessment will include questions to determine the extent of related literacy problems, their cause, related gaps in service and possible solutions.	CITY OF TORONTO NON-PROFIT HOUSING CORPORATION 112 Elizabeth Street Toronto, Ontario M5G 1P5
90/91	LITERACY AND PEOPLE WITH A HISTORY OF MENTAL ILLNESS: To research and develop a literacy program for people with a history of mental illness.	ST. CHRISTOPHER HOUSE 248 Ossington Avenue Toronto, Ontario M6J 3A2 Tel.: 416-532-4828
90/91	LITERACY RENEWAL PROJECT: To conduct an evalution of current literacy services and to develop outreach services to the mennonite community.	SOUTH ESSEX COMMUNITY COUNCIL 18 Selkirk Avenue Leamington, Ontario N8H 1G3 Tel.: 519-776-6421

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
90/91	NEEDS ASSESSMENT: To conduct a needs assessment of literacy in the North York area.	NORTH YORK PUBLIC LIBRARY 5120 Yonge Street North York, Ontario M2N 5N9 Tel.: 416-395-5500
90/91	JANE-FINCH LITERACY HOUSE: To investigate and document barriers to literacy faced by low income and welfare recipients and to develop culturally and racially appropriate learning materials for Caribbean, African and Latin American ancestors.	PALISADES SOCIAL CLUB - JANE FINCH LITERACY HOUSE 1977 Finch Avenue West Suite 212 Downsview, Ontario M3N 2V3 Tel.: 416-748-0797
90/91	ABORIGINAL LANGUAGE LITERACY NEEDS PROJECT: To conduct a literacy needs assessment including home language literacy needs, official language literacy needs and their relationship.	NISHNAWBE-ASKI NATION Box 755 R.R. #4 Mission Road Fort William Reserve Thunder Bay, Ontario P7C 4W6 Tel.: 416-920-2376
91/92	NATIVE LITERACY PROJECT: To assess the needs of the Aboriginal/Metis communities in the area of literacy.	DRYDEN LITERACY ASSOCIATION 23A King Street Dryden, Ontario P8N 1B4 Tel.: 807-223-6486

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
91/92	ETUDE DES BESOINS: Faire une étude des besoins en alphabétisation de la région.	CENTRE D`ALPHABETISATION ALPHA NORD-OUEST 109 3e rue Nord c.P. 1268 Geraldton, Ontario P0T 1M0 Tel.: 807-854-0398
91/92	POUR JEUNES ADULTES: Faire recherche-action sur la situation des jeunes décrocheurs dans la région d`Orléans.	MOUVEMENT D`IMPLICATION FRANCOPHONE D`ORLEANS 6600 Carrière Orléans, Ontario K1C 1J4 Tel.: 613-824-8533
92/93	ETUDE DE MILIEU: Faire une étude des besoins d`alphabétisation pour francophone des régions de Brampton te de Peel.	ALPHABETISATION PEEL 80 rue, McCaul Brampton, Ontario L6V 1J3 Tel.: 416-453-7182
92/93	SENSIBILISATION DES JEUNES/RECHERCHE: Le dépistage des jeunes décrocheurs analphabétes et un projet de recherche sur le dépistage des jeunes décrocheurs.	MOUVEMENT D`IMPLICATION FRANCOPHONE D`ORLEANS 6600, rue Carrière Orléans, Ontario K1C 1J4 Tel.: 613-824-8533

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
92/93	ALPHA MARATHON: Faire une étude de besoins d`alphabétisation de la population de Marathon/Projet-pilote avec évaluation d`un projet d`alphabétisation dans la région de Marathon.	ASSOCIATION DES FRANCOPHONES DU NORD OUEST DE L`ONTARIO 116 nord, rue May Thunder Bay, Ontario P7C 3P1 Tel.: 807-622-2767
92/93	DEAF PLUS: LITERACY RESEARCH To assess the needs and make recommendations regarding the population in the Oshawa area who are deaf and have other disabilities. The research will include a review of teaching methods and resources for this particular population.	OSHAWA DEAF CENTRE INC. 750 King Street East Oshawa, Ontario L1H 1G9 Tel.: 416-579-3328
93/94	DEAF LITERACY PROGRAM/SOCIAL INDICATORS: To conduct a study of the social, economic and cultural needs of the community as they relate to literacy. To research and develop a plan for a Deaf literacy program in the Waterloo region.	WATERLOO REGION LITERACY COALITION #105 - 33 Erb Street West Waterloo, Ontario N2L 1S8 Tel.: 519-884-1318
93/94	LITERACY PROJECT: To conduct an integrated community based multi-skilled literacy needs analysis for the woods industry in the Geraldton, Long Lac and Nakina area.	BGLN ECONOMIC DEVELOPMENT CENTRE INC. 1409 Main Street Geraldton, Ontario P0T 1M0 Tel.: 807-854-2273

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
93/94	GOAL PROGRAM RESEARCH PROJECT: The GOAL (Generating Older Adult Learning) project is to identify the specific needs of older adults in rural communities and will produce a final report with recommendations that may be reproduced for the use of other literacy programs with a vested interest in the issues.	COUNCIL ON AGING FOR RENFREW COUNTY P.O. Box 831 330 Boundary Road Pembroke, Ontario K8A 7M5 Tel.: 613-735-1745
93/94	WORKPLACE LITERACY FEASIBILITY STUDY: To determine the need for developing a workplace literacy program and to develop a workplace literacy strategy with local employers and training organizations in the Parry Sound district.	SOUND LEARNING CENTRE 35 Seguin Street, Suite #1 Parry Sound, Ontario P2A 1B3 Tel.: 705-746-8393
94/95	CULTURAL AWARENESS PROJECT: The first phase of the Cultural Awareness Project will involve the development of a comprehensive community needs assessment and public forums, designed to inform the community.	WALPOLE ISLAND FIRST NATION BOARD OF EDUCATION R.R. #3 Wallaceburgh, Ontario N8A 4K9 Tel.: 519-627-0708

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
94/95	ETUDE DE MILIEU: Faire uneétude de milieu et des besoins des francophones adultes de Thunder Bay.	ASSOCIATION DES FRANCOPHONES DU NORD OUEST DE L' ONTARIO 116, rue May nord Thunder Bay, Ontario P7C 3P1 Tel.: 807-622-2767
94/95	RESEARCH/DEVELOPMENT PROJECT: PROGRAM DELIVERY TO DEVELOPMENT The objective of this project is to conduct research on existing programs offered to developmentally-delayed adults, outline the different methods of program delivery, a flexible curriculum fro this target group, and train practitioners.	WALKERTON AND DISTRICT LITERACY COUNCIL P.O. Box 1386 Walkerton, Ontario N0G 2V0 Tel.: 519-881-3858

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
89/90	COMBATTRE L'ANALPHABETISME UNE UTOPIE? RECHERCHE ET DEVELOPPEMENT Sensibilisation de la popuet des industries aux problèmes de l'analphabétisme. Recherche et dépistage de la population analphabète. Perfectionnement des formatrice et formateurs.	ATELIER DE LECTURE ET D'ECRITURE DE CHICOUTIMI 1970, rue Hôtel-de-Ville St-Honoré, Québec G0V 1L0 Tel.: 418-549-8210
89/90	COMBATTRE L'ANALPHABETISME UNE UTOPIA? RECHERCHE ET DEVELOPPEMENT: Sensibilisation de la population et des industries aux problèmes de l' analphabétisme. Recherche et dépistage de la population analphabète. Perfectionnement des formatrices et formateurs.	CENTRE ALPHA DE CANTON TREMBLAY 1970, rue Hotel-de-Ville St-Honoré, Québec G0V 1L0 Tel.: 418-673-4801
89/90	COMBATTRE L'ANALPHABETISME UNE UTOPIA? RECHERCHE ET DEVELOPPEMENT: Sensibilisation de la population et des industries aux problèmes de l' analphabétisme. Recherche et dépistage de la population analphabète. Perfectionnement des formatrices et formateurs.	CENTRE ALPHA DU BAS-SAGUENAY C.P. 1123, Succursale A Ville de la Baie, Québec G7B 3P3 Tel.: 418-544-2486

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
89/90	COMBATTRE L'ANALPHABETISME UNE UTOPIA? RECHERCHE ET DEVELOPPEMENT: Sensibilisation de la population et des industries aux problèmes de l' analphabétisme. Recherche et dépistage de la population analphabète. Perfectionnement des formatrices et formateurs.	CENTRE ALPHA DE FALARDEAU 1970, rue Hôtel-de-ville St-Honoré, Québec G0V 1L0 Tel.: 418-673-4801
89/90	ALPHA PLUS 90 LAC ST-JEAN OUEST: Animation, coordination et mise à jour d'une banque de documentation en alphabétisation. Etablissement d'un plan de communication et sensibilisation de cinq municipalités. Analyse des besoins et évaluation d'un plan d'intervention aupr`s des amérindiens de la réserve Pointe-Bleue.	CENTRE D'ALPHABETISATION DU COMPE DE ROBERVAL INC. 1322, boul. Sacré-Coeur C.P. 85 St-Félicien, Québec G8K 2P8 Tel.: 418-679-5737
89/90	COMBATTRE L'ANALPHABETISME UNE UTOPIA? RECHERCHE ET DEVELOPPEMENT Sensibilisation de la population et des industries aux problèmes de l' analphabétisme. Recherche et dépistage de la population analphabète. Perfectionnement des formatrices et formateurs.	CENTRE ALPHA DE LA BAIE 802, boul. de la Grande-Baie nord Ville de la Baie, Québec G7B 3K7 Tel.: 418-544-2586

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
89/90	COMBATTRE L'ANAPHABETISME UNE UTOPIE? RECHERCHE ET DEVELOPPEMENT Sensibilisation de la population et des industries aux problèmes de l' analphabétisme. Recherche et dépistage de la population analphabète. Perfectionnement des formatrices et formateurs.	CENTRE ALPHA DE LATERRIERE INC. 6166, rue Notre-Dame C.P. 94 Laterrière, Québec G0V 1K0 Tel.: 418-678-2820
89/90	COMBATTRE L'ANALPHABETISME UNE UTOPIE? RECHERCHE ET DEVELOPPEMENT Sensibilisation de la population et des industries aux problèmes de l' analphabétisme. Recherche et dépistage de la population analphabète. Perfectionnement des formatrices et formateurs.	CENTRE ALPHA DE ST-HONORE 1970, rue Hôtel-de-Ville St-Honoré, Québec G0V 1L0 Tel.: 418-673-4801
89/90	LA PREVENTION DE L'ANALPHABETISME CHEZ LES JEUNES, DANS LE MILIEU SCOLAIRE: Etablissement du portrait des jeunes analphabètes (16-30) fréquentant les groupes populaires et les commissions scolaires. Identification des voies scolaires susceptibles de reproduire l' analphabétisme chez les jeunes.	BOITE A LETTRES DE LONGUEUIL INC. 112, boul. Norbert Longueuil, Québec J4J 2Y9 Tel.: 514-646-9273

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
90/91	RECHERCHE-ACTION POUR SE DOTER DE MOYENS PERMETTANT D'ORGANISER DES SERVICES D'ALPHABETISATION POUR LES TRAVAILLEURS: Recueillir les besoins des travailleurs et travailleuses. Définir les modèles d`intervention visant à instrumenter cette population. Rèaliser un outil de travail permettant de structure des ateliers d`alphabétisation pour cette population.	GROUPE D`ALPHABETISATION POPULAIRE DE SEPT-ILES INC., (LIRA) 400, rue St-Arnaud Sept-Iles, Québec G4R 3A9 Tel.: 418-968-9843
92/93	ALPHA LAC SAINT-JEAN EST: Sensibilisation du public en général, couverture médiatique, accueil, évaluation et suivi des apprenants. Réalisation d`une recherche sur les causes d' abandon et de départ, suivi de la recherche menée en 1991-92 sur l' élaboration de nouvelles avenues pour les 16-18 ans.	C L E 775, boulevard Saint-Luc Ouest Alma, Quebec G8B 2K8 Tel.: 418-668-5678

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
92/93	VERS L' ETABLISSEMENT D' UN CENTRE D' APPRENTISSAGE POUR ADULTE: Effectuer une étude de faisabilité pour l' établissement d' un centre d' apprentissage pour les apprenant-e-s adultes acadiens et acadiennes de l'Ile-du-Prince-Edouard.	COMITE CONSULTATIF PROVINCIAL A L'ALPHABETISATION C.P. 1330 340, rue Court Summerside, I.P.-E. C1N 4K2
93/94	LITERACY NEEDS OF CULTURALLY DIVERSE CANADIANS IN PRINCE EDWARD ISLAND: To conduct a research project to provide current information on the literacy needs and gaps in services for Canadians of diverse cultural backgrounds and make recommendations for a follow-up.	CROSS CULTURAL LITERACY ASSOCIATION OF PRINCE EDWARD ISLAND Box 2846 Charlottetown, Prince Edward Island C1A 8C4 Tel.: 902-368-7540
94/95	RESEARCH NEED FOR PRINCE EDWARD ISLAND ADULT ASSESSMENT AND REMEDIATION OF LEARNING BARRIERS: To determine the needs of adults on Prince Edward Island for assessment and remediation of learning barriers. To examine models and strategies used in other provinces and to propose various means of addressing these needs on Prince Edward Island.	HOLLAND COLLEGE ADULT AND CONTINUING EDUCATION DEPARTMENT 140 Weymouth Street Charlottetown, Prince Edward Island C1A 4Z1 Tel.: 902-566-9610

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
90/91	LITERACY FUNDING SOURCES: A research project designed to provide the information and analysis required to address the funding concerns of community-based literacy programs in the Dartmouth area.	DARTMOUTH LITERACY NETWORK Box 1004 Dartmouth, Nova Scotia B2Y 3Z9 Tel.: 902-464-3128

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
90/91	WORKPLACE LITERACY NEEDS ASSESSMENT: A survey of the needs of employers and employees in the catchment area of the college.	CENTRAL NEWFOUNDLAND COMMUNITY COLLEGE P.O. Box 745 Grand Falls, Nfld. A2A 2M4 Tel.: 709-498-5351
90/91	LITERACY TRAINING - OPTIONS FOR COASTAL LABRADOR COMMUNITIES: Conduction of a needs assessment to examine the delivery of distant education literacy training.	LABRADOR COMMUNITY COLLEGE P.O. Box 3013 Station "B" Happy Valley, Labrador A0P 1E0 Tel.: 709-896-9433
92/93	COMMUNITY EDUCATION INITIATIVE ``LITERACY COMPONENT``: To study the literacy levels in Shea Heights including the general literacy levels, subsegments in the community and their respective needs, a profile of those in need and their interest in pursuing training.	SHEA HEIGHTS NEIGHBOURHOOD IMPROVEMENT ASSOCIATION Linegar Avenue St. John`s, Newfoundland A0A 1J0 Tel.: 709-753-7639

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
93/94	WORKPLACE LITERACY ON-SITE TRAINING PLAN: To perform a workplace literacy assessment at a central NewFoundland health serving agency and develop a plan for program development and follow-up.	CENTRAL NEWFOUNDLAND REGIONAL COLLEGE Box 745 Grand Falls, Newfoundland A2A 2M4 Tel.: 709-489-5351
94/95	LITERACY SURVEY - TAGS RECIPIENTS: To review and analyse data on Aboriginal people who are TAGS recipients and make recommendations for follow-up activities.	FEDERATION OF NEWFOUNDLAND INDIANS Box 956 Corner Brook, Newfoundland A2H 6J3 Tel.: 709-634-0996

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
94/95	LITERACY ACCESS CENTRES: To research literacy issues in the Clarenville-Bona Vista area; develop a community consultation and advisory process for responding to the literacy needs of TAGS recipients; and develop a plan of action for literacy outreach and alternate program approaches for TAGS recipients.	EASTERN COLLEGE OF APPLIED ARTS, TECHNOLOGY AND CONTINUING EDUCATION Box 3600 Vardy Building Clarenville, Newfoundland A0E 1J0 Tel.: 709-466-1991

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
93/94	ADULT LITERACY PROGRAM EVALUATION: The project will test two program evaluation tools: the ``Adult Literacy Volunteer Tutor Program Evaluation Kit`` and the ``Progress Profile``. Approximately 400 members of 4 literacy programs across Alberta will participate.	PROSPECTS ADULT LITERACY ASSOCIATION 9913 - 108 Avenue Second Floor Edmonton, Alberta T5H 1A5 Tel.: 403-421-7323

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
91/92	KINISTIN ADULT LITERACY PROJECT: The College will develop, test and evaluate an intergenerational teaching model in cooperation with the Kinistin Indian Band. The project involves youth and elders sharing literacy and culture with each other.	CUMBERLAND REGIONAL COLLEGE P.O. Box 2225 Nipawin, Saskatchewan S0E 1E0 Tel.: 306-862-9833

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
89/90	RESEARCH AND EVALUATION OF THE PATHFINDER LEARNING SYSTEM AS A LITERACY AND LANGUAGE TOOL: An evaluation to assess the value of the Pathfinder Learning System as a literacy and language program.	EVERGREEN SCHOOL DIVISION NO. 22 P.O. Box 1200 Gimli, Manitoba R0C 1B0 Tel.: 204-642-5186
90/91	LITERACY RESEARCH PROJECT: A research project to evaluate the effectiveness of the literacy program delivered by the Centre and determine future development plans.	BRANDON FRIENDSHIP CENTRE 303-9th Street Brandon, Manitoba R7A 4A8 Tel.: 204-727-1407
90/91	EVALUATION OF THE AMERICAN SIGN LANGUAGE/ENGLISH LITERACY PROGRAM: To conduct a formative and summative evaluation of the American Sign Language/English Literacy Program for Deaf Adults.	SOCIETY FOR MANITOBANS WITH DISABILITIES INC. 825 Sherbrook Street Winnipeg, Manitoba R3A 1M5 Tel.: 204-786-5601
92/93	RESEARCH FOR PROGRESS: The project will undertake a follow-up on why students left the Ma-Mow-We-Tak literacy program. It will recommend program adjustments that will meet the changing needs of its students, to conduct a needs assessment with a specified target group.	MA MOW WE TAK FRIENDSHIP CENTRE INC. 122 Hemlock Crescent Thompson, Manitoba R8N 0R6 Tel.: 204-778-7337

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
93/94	EVALUATION OF A LEARNER-CENTRED ADULT LITERACY PROGRAM: The evaluation seeks to develop new data collection methods regarding student goals and needs, explore more structured uses of volunteer tutors and develop a tracking system of students progress.	JOURNEYS EDUCATION ASSOCIATION INC. 304 - 414 Graham Avenue Winnipeg, Manitoba R3C 0L8 Tel.: 204-943-1170
94/95	DATA COLLECTION PROJECT - PART 2: Journey`s will further develop the evaluation model to demonstrate accountability in achieving students` goals ; develop data analysis on student drop outs; introoduce learning contracts and increase volunteer tutor participation.	JOURNEYS EDUCATION ASSOCIATION INC. 304 - 414 Graham Avenue Winnipeg, Manitoba R3C 0L8 Tel.: 204-943-1170

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
89/90	PROGRAM EVALUATION MODEL: An evaluation of the tutor program.	PEOPLE, WORDS & CHANGE 297 Sunnyside Avenue Ottawa, Ontario K1S 0R9 Tel.: 613-234-2494
89/90	A COMPUTER MANAGED AND COMPETENCY-BASED LITERACY/NUMERACY PROGRAM: Production of a Handbook Expansion of Adult Literacy Skills Catologue, development of computer environment, expansion of teacher-training workshops handbook of computers.	OTTAWA BOARD OF EDUCATION The Learning Centre 330 Gilmour Street Ottawa, Ontario K2P 0P9 Tel.: 613-239-2380
89/90	EXCELLENCE IN PRACTICE: CASE STUDIES ON ADULT LITERACY The project will document innovative adult literacy programs across Canada to identify basic characteristics and principles that make them successful and effective.	ONTARIO INSTITUTE FOR STUDIES IN EDUCATION 252 Bloor Street West Toronto, Ontario M5S 1V6 Tel.: 416-923-6641 ext. 2381

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
89/90	PROMOTION ET DEVELOPPEMENT EN ALPHABETISATION SUR LA COTE-NORD: Rassemblement régional des personnes analphabètes ainsi que des agents d'alphabétisation. Recherche visant l' accessibilité des services d' alphabétisation.	MAISON ALPHA ABC COTE-NORD 600, Jalbert Baie Comeau, Quebec G5C 2B3 Tel.: 418-589-2282
89/90	LA POSTALPHABETISATION: Recherche sur l'impact des services offerts à la population analphabète.	LETTRES EN MAIN INC. 2886, boul. Rosemont Montréal, Québec H1Y 1L7 Tel.: 514-729-3056

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
92/93	COMPUTER ASSISTED LEARNING CENTRE: To test the Jostens Learning Program with a prison population.	JOHN HOWARD SOCIETY OF PRINCE EDWARD ISLAND Box 1211 Charlottetown, Prince Edward Island C1A 7M8 Tel.: 902-566-5425

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
91/92	YARMOUTH COUNTY LITERACY COUNCIL: An evaluation and assessment of the reading, vocabulary and spelling of the learners in order to evaluate their progress.	YARMOUTH LITERACY COUNCIL 5 Lakeside Drive Yarmouth Co. Nova Scotia B5A 4H9 Tel.: 902-742-6925

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
90/91	PROJECT EDUTECH: Evaluation of Z computer-assisted adult basic education programs operating at Happy - Valley/Goose Bay and North West River.	LABRADOR COMMUNITY COLLEGE P.O. Box 3013 Station "B" Happy Valley, Labrador A0P 1E0 Tel.: 709-896-9433

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
88/89	JOB COMMUNICATIONS PROJECT - SAWMILLS: A study of the effects of illiteracy on Sawmill operations in B.C. The Study examined literacy levels of employees and focused on traditional vs. high tech requirements.	COUNCIL OF FOREST INDUSTRIES OF B.C. 1200 - 555 Burrard St. Vancouver, British Columbia V7X 1S7 Tel.: 604-684-0211
89/90	WORKPLACE LITERACY TASK ANALYSIS: To conduct a workplace literacy analysis of unskilled and semi-skilled employees in the service and retail sectors (i.e., Jack Duston's Car Care (employer/service sector)) and Loblaws Stores (Food and Commercial Workers Union).	ALGONQUIN COLLEGE Adult Basic Educational Department Colonel By Campus 140 Main Street Ottawa, Ontario K1S 1C2 Tel.: 613-594-4577
90/91	UFCW WORKPLACE LITERACY PROGRAM: The United Food and Commercial Workers will undertake a research project on the scope and nature of literacy difficulties facing UFCW members and design five pilot projects, focusing on employed and unemployed members, to develop a response.	UNITED FOOD & COMMERCIAL WORKERS INTERNATIONAL UNION 61 International Boulevard Suite 300 Rexdale, Ontario M9W 6K4 Tel.: 416-675-1104

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
92/93	LITERACY PROGRAMMING FOR THE INTERNATIONAL UNION OF OPERATING ENGINEERS: The group will develop a training strategy based on the needs assessment done during Phase I and will test the effectiveness of computer based learning and hands-on learning among its membership.	OPERATING ENGINEERS TRAINING INSTITUTE OF MANITOBA 1008 Wall Street Winnipeg, Manitoba R3G 2V3 Tel.: 204-775-7059
93/94	BASIC SKILLS TRAINING FOR THE HOSPITALITY INDUSTRY: AN INVESTIGATION INTO WORKPLACE LITERACY TRAINING Praxis will investigate the extent of workplace literacy training initiatives in the hospitality industry, identify key informants, stakeholders and champions, and identify potential members of a national steering committee who could then determine the nature of the program.	PRAXIS ADULT TRAINING AND SKILLS DEVELOPMENT 561 Markham Street Toronto, Ontario M6G 2L8 Tel.: 416-588-4646

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
94/95	BASIC SKILLS NEEDS ASSESSMENT - PHASE I: The group will ensure that people working in the construction industry possess basic skills sufficient to enable them to respond to workplace changes and will ensure that the industry remains competitive by gathering information in order to design an effective basic skills upgrading program as a bridge to OEEDI'S ongoing training programs.	OPERATING ENGINEERS EDUCATION AND DEVELOPMENT INC. 62 Commonwealth Avenue Suite 301 Mount Pearl, Newfoundland A1N 1W8 Tel.: 709-747-9040

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
91/92	LITERACY RESEARCH ON CORRECTIONAL CENTRES IN B.C.: The research current literacy needs and services in the B.C. correctional system and to recommend action.	CAMOSUN COLLEGE 3100 Foul Bay Road Victoria, B.C. V8P 4X8 Tel.: 604-370-3409
94/95	QUALITY OF WORKING LIFE IN EDUCATION RESEARCH: In partnership with IWA Canada Local 1-3567, the college will undertake a study to determine the extent and type of educational programming offered by Quality of Working Life programs at sawmill and manufacturing plants.	DOUGLAS COLLEGE & IWA CANADA LOCAL 1-3567 700 Royal Avenue New Westminster, British Columbia V3L 5B2 Tel.: 604-527-5246

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
91/92	LITERACY PROGRAMMING FOR THE INTERNATIONAL UNION OF OPERATING ENGINEERS - PHASE I: The Operating Engineers Training Institute will undertake a study to identify the literacy and numeracy needs of its membership and develop recommendations for remedial training activities.	OPERATING ENGINEERS TRAINING INSTITUTE OF MANITOBA INC. 1008 Wall Street Winnipeg, Manitoba R3G 2V3 Tel.: 204-775-7059

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
93/94	NEEDS ASSESSMENT: To assess the extent of basic literacy problems among union members, their willingness to participate in a basic education program and the most suitable program delivery, locations and times.	UNITED BROTHERHOOD OF CARPENTERS AND JOINERS OF AMERICA Local 579 and 2564 Box 354 Grand Falls-Windsor, Newfoundland A2A 2J7 Tel.: 709-489-4400

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
94/95	NEEDS ASSESSMENT: To assess the extent of basic literacy problems among union members, their willingness to participate in a basic education program and the most suitable program delivery, locations and times.	UNITED BROTHERHOOD OF CARPENTERS AND JOINERS OF AMERICA LOCAL 27 - LAC 64 Signet Drive Weston, Ontario M9L 1T1 Tel.: 416-749-7440

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
90/91	COMPUTER-ASSISTED LITERACY TRAINING PROGRAM: Testing of computer-assisted training methods in reading, writing and numeracy for socially and economically disadvantaged people in Ottawa and St. John`s.	SALVATION ARMY OF CANADA 304 - 120 Holland Avenue Ottawa, Ontario K1Y 0X6 Tel.: 613-722-8311

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
90/91	HOMESPUN: THE FAMILY LITERACY PROJECT An intergenerational learning technique to break the illiteracy cycle in families.	MEDICINE HAT COLLEGE 299 College Drive S.E. Medicine Hat, Alberta T1A 3Y6 Tel.: 403-529-3928
90/91	ORGANIZATION AND COORDINATION OF ILLITERACY PREVENTION ACTIVITIES: An intergenerational preventative literacy model focusing on parents and pre-school age children.	EDMONTON PUBLIC SCHOOLS - CONTINUING EDUCATION 10733 - 101 Street Edmonton, Alberta T5H 2S5 Tel.: 403-487-2061

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
92/93	ADULT LITERACY/LEARNING ASSESSMENT PROJECT: A demonstration model will be developed for assessment and preparation of entrants to upgrading programs to determine their learning needs, academic potential and to make recommendations for appropriate training.	SASKATCHEWAN INSTITUTE OF APPLIED SCIENCE AND TECHNOLOGIE Box 1520 Saskatoon, Saskatchewan S7K 3R5 Tel.: 306-933-7549
93/94	ABE ENTRY ASSESSMENT PROGRAM: The project will develop a model for assessment and preparation of entrants to upgrading programs to determine their learning needs, academic potential, and to make recommendations for appropriate training.	SASKATCHEWAN INSTITUTE OF APPLIED SCIENCE AND TECHNOLOGY Box 1520 Saskatoon, Saskatchewan S7K 3R5 Tel.: 306-933-7549

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
90/91	COMMUNITY LIVING SKILLS: An action research and demonstration project to assist individuals who live with a mental handicap to asquire functional literacy skills.	ASSOCIATION FOR COMMUNITY LIVING - MANITOBA 1-90 Market Avenue Winnipeg, Manitoba R3B 0P3 Tel.: 204-947-1118
90/91	MODEL LITERACY PROGRAM: Demonstration of a model literacy training and resource centre.	JOURNEYS EDUCATION ASSOCIATION, INC. 304 - 414 Graham Avenue Winnipeg, Manitoba R3C 0L8 Tel.: 204-586-7904

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
93/94	RECOGNITION FOR LEARNING SYSTEM: To pilot phase II of an adaption of Manchester model to recognize prior learning in Perth county. The model is learner-centred, involving learners in the evaluation process. The model is community-based, involving literacy workers and learners.	CONESTOGA COLLEGE OF APPLIED ARTS AND TECHNOLOGY 299 Don Valley Drive Kitchener, Ontario N2G 4M4 Tel.: 519-748-5220
94/95	RECOGNITION FOR LEARNING - PHASE III: This is a project to undertake phase III of the Recognition for Learning project. The project was begun two years ago to develop a model to recognize adult learning in the literacy field in community-based, college and school board programs.	CONESTOGA COLLEGE OF APPLIED ARTS AND TECHNOLOGY FOR THE HURON/PERTH LITERACY COMMITTEE 299 Don Valley Drive Kitchener, Ontario N2G 4M4 Tel.: 519-271-5700
94/95	RECOGNITION FOR LEARNING SYSTEMS: Phase II of an adaption of Manchester model to recognize prior learning in Perth county. The model is learner-centred, involving learners in the evaluation process. The program is community based, involving literacy workers and learners.	CONESTOGA COLLEGE OF APPLIED ARTS AND TECHNOLOGY 299 Don Valley Drive Kitchener, Ontario N2G 4M4 Tel.: 519-271-5700

YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
92/93	LA MAIN DANS LA MAIN: Mise sur oied d'un programme de prévention axé sur les besoins de l'enfant et visant à intégrer les parents et autres partenaires des milieux de l' éducation, communautaires et culturels dans le processus de l'apprentissage scolaire.	COLLECTIF DE RECHERCHE PEDAGOGIQUE INC. 1432, avenue des Pins Sillery, Québec C1S 4J5 Tel.: 418-682-0262

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SELECTED RESEARCH PROJECTS
COMMISIONED BY THE NATIONAL LITERACY SECRETARIAT
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YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
89/90	LITERACY ACTIVITIES IN THE YUKON: Gather information on programs and research on literacy in the Yukon, including recommendations on future needs.	AUDREY THOMAS 2043 Swanson Place Victoria, British Columbia V8P 1Y5 Tel.: 604-598-9218
90/91	LA RECHERCHE-ACTION EN ALPHABÉTISATION : Une étude du concept de la recherche-action, les principales limites et l'importance de sa liason avec l'alphabétisation.	JEAN PAUL HAUTECOEUR 3889, avenue Laval Montréal, Québec H2W 2H9 Tel.: 514-286-1993
90/91	GUIDE TO LITERACY LEVELS ON THE SURVEY OF LITERACY SKILLS USED IN DAILY ACTIVITIES: Preparation of a non-technical descriptive report on the development and use of adult functional literacy levels for studies of every day literacy skills.	STAN JONES Consultant in Adult Education and Training 14 Rockcliffe Way Ottawa, Ontario K1M 1B1 Tel.: 613-745-7423

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YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
90/91	FACTS AND FIGURES ON ADULT LITERACY IN NEW BRUNSWICK: A factual report on the reading skills levels of adults in N.B., based on data from the recent survey of Literacy Skills Used in Daily Activities.	STAN JONES Consultant in Adult Education and Training 14 Rockcliffe Way Ottawa, Ontario K1M 1B1 Tel.: 613-745-7423
90/91	ISSUES OF READABILITY AND DOCUMENT DESIGN: Review the field of document reading as a precondition for ensuring that guidelines for document design are sensitive to what is known about how adults read in their everyday life. Review the applicability of "readability" to adult reading materials from 2 perspectives: a) Application of "readability formulas to adult material; b) Result of readibility revisions.	STAN JONES Consultant in Adult Education and Training 14 Rockcliffe Way Ottawa, Ontario K1M 1B1 Tel.: 613-745-7423

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YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
90/91	AN OVERVIEW OF ADULT BASIC EDUCATION POLICIES AND PRACTICES IN CANADA: FOCUS ON NEWFOUNDLAND Review developments in Literacy Service since the conception of the NLS and suggest in a report a certain theme on items that emerge that can serve as overall links in a national strategy.	M.J. WHELAN Loretto College School 387 Brunswick Avenue Toronto, Ontario M5R 2Z2 Tel.:
90/91	ILLITERACY AND HUMAN RIGHTS: The study examines the limitations and obstacles encountered by persons lacking basic literacy skills in the exercise of essential human rights. Various means to removal of these obstacles are proposed.	LOUISE MILLER RGPAQ 5040, boul. St-Laurent Montréal, Québec H2T 1R7 Tel.: 514-277-9976

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YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
90/91	WORKFORCE LITERACY: AN ECONOMIC CHALLENGE FOR CANADA Conducted a study which examined the key role literacy plays in economic and technological change in Canada.	HUDSON INSTITUTE OF CANADA 666 ouest, rue Sherbrooke Bureau 700 Montréal, Québec H3A 1E7 Tel.: 514-282-9676
90/91	SURVEY OF LITERACY SKILLS USED IN DAILY ACTIVITIES: The services of Statistics Canada were engaged to conduct and process the survey of literacy skills used in daily activities for a sample of approximately 13600 households. Specially designed everyday literacy tasks were used to directly measure literacy skills at different levels of performance along a continuum of skills.	STATISTICS CANADA Special Survey Division 5-A1, Jean Talon Building Tunney's Pasture Ottawa, Ontario K1A 0T6 Tel.: 613-951-9476
92/93	EVALUATION PROJECT: To study the various components of the evaluation project being conducted in the state of Massachusette to develop their own literacy program evaluation and to write a report on the application of such an approach to a Canadian context.	ELISSE ZACK 291 Ontario Street Toronto, Ontario M5A 2V8 Tel.: 416-963-5787

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YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
92/93	READING, BUT NOT READING WELL: An analysis of data from the Statistics Canada survey of literacy skills used in daily activities. Report discusses the implications of Level 3 literacy skills in the context of a theory of reading, and will examine in depth the characteristics of the 22 per cent of Canadians who have level three literacy skills.	STAN JONES Consultant in Adult Education and Training 14 Rockliffe Way Ottawa, Ontario K1M 1B1 Tel.: 613-745-7423
93/94	CROSS-CULTURAL ASPECTS OF PUBLIC LEGAL EDUCATION IN CANADA: To undertake a study of current efforts to address the cross-cultural aspect of public legal education. The work, to take the form of a report to the A/Director General of the National Literacy Secretariat, will evaluate PLE programs for people with low literacy skills, immigrants, ESL/FSL students and aboriginal learners. A series of design principals will accompany the report.	LOIS E. GANDER Professor and Director Legal Resource Centre Faculty of Extension University of Alberta Edmonton, Alberta T6E 1W7 Tel.: 403-492-5732

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YEAR/ANNÉE	DESCRIPTION/DÉSCRIPTION	AWARDED TO/ACCORDÉ À
94/95	To develop a 12-issue discussion framework based on : WHAT HAPPENS WHEN LEARNERS JOIN THE BOARDS OF ADULT LITERACY ORGANIZATIONS: A SUMMARY REPORT This framework will be designed and written for use by adult literacy organization board members and will be sent to learners, practitioners, organization staff and others who have experience with organization boards.	KALEIDOSCOPE COMMUNICATIONS 5533 Black Street Halifax, Nova Scotia B3K 1P7 Tel.: 902-455-1085
94/95	1993 INTERNATIONAL ADULT LITERACY SURVEY: An International Adult Literacy Survey will be conducted by the Special Surveys Group, Household Surveys Division, Statistics Canada on behalf of the department of Human Resources and Labour, and the National Literacy Secretariat.	STATISTICS CANADA Household Surveys division 5D3 Jean Talon Building Tunney's Pasture Ottawa, Ontario K1A 0T6 Tel.: 613-951-3317